



# AMERICAN UNIVERSITY

WASHINGTON, D.C.



2006 - 2007 CATALOG



Digitized by the Internet Archive  
in 2010 with funding from  
Lyrasis Members and Sloan Foundation

# American University Catalog

2006–2007 Edition

*effective Fall 2006*

Washington, D.C.

# Correspondence Directory

---

American University  
4400 Massachusetts Avenue NW  
Washington, DC 20016

General Information: 202-885-1000

[www.american.edu](http://www.american.edu)

College of Arts and Sciences Battelle	202-885-2446 fax 202-885-2429
Kogod School of Business	202-885-1900 fax 202-885-1992
School of Communication Mary Graydon Center	202-885-2060 fax 202-885-2099
School of International Service	202-885-1600 fax 202-885-2494
School of Public Affairs Ward	202-885-2940 fax 202-885-2353
Washington College of Law 4801 Massachusetts Ave. NW	202-274-4000 fax 202-274-4130
Admissions	202-885-6000 fax 202-885-6014
Alumni Programs	202-885-5960 fax 202-885-5964
Campus Life Butler Pavilion 401	202-885-3310 fax 202-885-1769
Financial Aid	202-885-6100 fax 202-885-1129
Media Relations	202-885-5950 fax 202-885-5959
Registrar Asbury 2nd floor	202-885-2200 fax 202-885-1052
Student Accounts Asbury 300	202-885-3541 fax 202-885-1139
University Relations	202-885-5900 fax 202-895-4998

*American University Catalog* is published by  
the Office of the University Registrar

Linda Bolden-Pitcher, University Registrar  
Mary-Ellen Jones, Assistant University Registrar/Editor  
Brian Sinclair, Curriculum/Publications Coordinator  
in cooperation with University Publications

## Limitations on Catalog Provisions

The educational process necessitates change. This publication must be considered informational and not binding on the university.

Each step of the educational process, from admission through graduation, requires appropriate approval by university officials. The university must, therefore, reserve the right to change admission requirements or to refuse to grant credit or a degree if a student does not satisfy the university, in its sole judgment, that he or she has satisfactorily met its requirements.

## University Liability

Faculty, students, staff, and guests are responsible for their personal property, clothing, and possessions. The university does not carry any insurance to cover losses of such articles nor does it assume any responsibility for such losses.

# Contents

---

University Administration and Board of Trustees . . . . .	2	College of Arts and Sciences . . . . .	75
Academic Calendar . . . . .	3	American Studies . . . . .	77
Introduction . . . . .	5	Anthropology . . . . .	78
University Profile . . . . .	5	Arab Studies . . . . .	82
Enrollment, Fall 2005 . . . . .	11	Art . . . . .	83
Degrees Conferred, 2004–2005 . . . . .	11	Asian Studies . . . . .	91
Undergraduate Programs . . . . .	12	Biology . . . . .	93
Graduate Programs . . . . .	13	Chemistry . . . . .	95
Admission Requirements . . . . .	15	Computer Science, Audio Technology, and Physics . . . . .	98
Undergraduate Study . . . . .	15	Economics . . . . .	106
Graduate Study . . . . .	17	School of Education, Teaching and Health . . . . .	112
International Students . . . . .	18	Environmental Studies . . . . .	126
Tuition, Expenses, and Financial Aid . . . . .	19	History . . . . .	130
Tuition, Housing and Dining, and Fees . . . . .	19	Jewish Studies . . . . .	133
Undergraduate Financial Aid . . . . .	24	Language and Foreign Studies . . . . .	134
Graduate Financial Aid . . . . .	26	Liberal Studies . . . . .	142
Veterans' Benefits . . . . .	29	Literature . . . . .	143
Campus Life . . . . .	31	Mathematics and Statistics . . . . .	145
Student Learning and Development Services . . . . .	31	Multi-Ethnic Studies . . . . .	151
Campus Life Centers . . . . .	33	North American Studies . . . . .	152
Intercultural Programs and Services . . . . .	35	Performing Arts . . . . .	153
Career Services, Internships, and Merit Awards . . . . .	37	Philosophy and Religion . . . . .	159
Registration . . . . .	39	Pre-engineering . . . . .	162
Academic Regulations . . . . .	45	Prelaw . . . . .	162
Academic Integrity Code . . . . .	45	Premedical . . . . .	164
Student Academic Grievance Policy . . . . .	45	Psychology . . . . .	165
Student Records . . . . .	46	Sociology . . . . .	169
Grading System . . . . .	49	Teaching English to Speakers of Other Languages . . . . .	172
Graduation . . . . .	49	Women's and Gender Studies . . . . .	174
Undergraduate Academic Honors . . . . .	50	Kogod School of Business . . . . .	176
University Honors Program . . . . .	50	School of Communication . . . . .	192
Graduate Academic Standards and Degree Requirements . . . . .	51	School of International Service . . . . .	205
Undergraduate Academic Standards and Degree Requirements . . . . .	57	School of Public Affairs . . . . .	236
Undergraduate University Degree Requirements . . . . .	62	Government . . . . .	238
College Writing and English Competency . . . . .	62	Justice, Law and Society . . . . .	246
University Mathematics Requirement . . . . .	63	Public Administration and Policy . . . . .	252
General Education Program . . . . .	65	Washington College of Law . . . . .	261
		Washington Semester . . . . .	263
		AU Abroad/Abroad at AU . . . . .	265
		Course Descriptions . . . . .	269
		Faculty, 2005–2006 . . . . .	398
		Index . . . . .	425
		Campus Map . . . . .	inside back cover

## **University Administration**

---

Cornelius M. Kerwin, *Interim President*  
Ivy E. Broder, *Interim Provost*  
Gail S. Hanson, *Vice President of Campus Life*  
Mary E. Kennard, *Vice President and General Counsel*  
Donald L. Myers, *Vice President of Finance and Treasurer*  
Robert A. Pastor, *Vice President of International Affairs*

Haig Mardirosian, *Acting Dean of Academic Affairs*  
Richard M. Durand, *Dean, Kogod School of Business*  
Louis W. Goodman, *Dean, School of International Service*  
Claudio M. Grossman, *Dean, Washington College of Law*  
Larry Kirkman, *Dean, School of Communication*  
William M. LeoGrande, *Dean, School of Public Affairs*  
Kay J. Mussell, *Dean, College of Arts and Sciences*

Linda Bolden-Pitcher, *University Registrar*  
Diana Vogelsong, *Acting University Librarian*

## **Board of Trustees**

---

Gary M. Abramson,\* Chair  
Thomas A. Gottschalk, Vice Chair  
Stephanie M. Bennett-Smith  
David M. Carmen  
Edward R. Carr\*  
Jack C. Cassell\*  
Gary D. Cohn\*  
Pamela M. Deese\*  
Jerome King Del Pino  
David R. Drobis\*  
Fuad El-Hibri  
Hani M. S. Farsi\*  
Gisele B. Huberman\*  
C. Nicholas Keating, Jr.\*  
Cornelius M. Kerwin\*  
Margery Kraus\*  
Charles H. Lydecker\*  
A. Robyn Mathias\*  
Regina L. Muehlhauser\*  
Matthew S. Pittinsky\*  
Arthur J. Rothkopf  
Mark L. Schneider  
John R. Schol  
Neal A. Sharma\*  
Jeffrey A. Sine \*

\*Alumna/alumnus of American University

American University is an equal opportunity and affirmative action university and employer. American University does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity and expression, family responsibilities, political affiliation, disability, source of income, place of residence or business, or certain veteran status in its programs and activities. For information, contact the Dean of Students ([DOS@american.edu](mailto:DOS@american.edu)), Director of Policy & Regulatory Affairs ([employerelations@american.edu](mailto:employerelations@american.edu)) or Dean of Academic Affairs, ([academicaffairs@american.edu](mailto:academicaffairs@american.edu)), or at American University, 4400 Massachusetts Ave., N.W., Washington, D.C. 20016, 202-885-1000.

# Academic Calendar 2006–2007

---

The academic calendar is divided into fall and spring semesters of approximately 15 weeks each and summer sessions of varying length. The last week of the fall and spring semesters is set aside for final examinations. If no final examination is given, the course will meet for a final class during the scheduled final examination period.

The holidays and vacations usually observed by the university are as follows: Labor Day, Thanksgiving (Wednesday–Sunday); Christmas Eve/Christmas Day and New Year's Eve/New Year's Day (included in the mid-year intersession break); Martin Luther King, Jr. Day, Inauguration Day (every four years); Memorial Day; and Independence Day. Spring break is the week following the spring semester midterm. Classes continue until 10:40 p.m. the evening before a holiday or vacation period.

## Fall Semester 2006

August 20-27	Su-Su	Welcome Week
August 25	F	Last day to register for fall 2006 without a late fee
August 28	M	Fall classes begin
		Late registration (with \$50 fee) begins
September 1	F	Freshman/undergraduate transfer spring semester admission application deadline for students living outside the United States
		Late registration for fall ends
		Last day to drop MBA 1st Module courses for 100% refund and without a "W" recorded
September 4	M	Labor Day; no classes, university offices closed
September 6	W	Mathematics Equivalency Examination
September 11	M	Last day to add a fall course or change a grade option
		Last day to drop a fall course for a 100% refund and without a "W" recorded
		Last day to drop MBA 1st Module courses for a 50% refund (no refunds for 1st Modules after this date)
September 18	M	Last day to drop a fall course for a 50% refund
		Last day to add an internship or Cooperative Education Field Experience
September 21	Th	Last day to drop MBA 1st Module courses
September 25	M	Last day to drop a fall course for a 25% refund (no refunds after this date)
		Last day to add an independent reading course or study project
October 2	M	Early warning notices due in Registrar's Office
October 13	F	Fall Break; no classes, university offices open
October 14	S	English Competency Examination
October 20	F	Last day to drop a fall course (mid-term)
October 20-22	F-Su	Family Weekend
October 30	M	Spring 2007 advance registration (with billing) begins
		Students registering for final semester begin submitting applications for spring graduation
		MBA 2nd Module courses begin
November 1	W	Undergraduate transfer spring semester admission application deadline for students living in the United States
November 3	F	Last day to drop MBA 2nd Module courses for 100% refund and without a "W" recorded
November 10	F	Last day to drop MBA 2nd Module courses for a 50% refund (no refunds for 2nd Modules after this date)
		Theses and dissertations due in deans' offices for fall degree candidates
November 29	W	Last day to drop MBA 2nd Module courses
November 15	T	Early Decision freshman fall semester admission/financial aid application deadline
November 21	T	Tuesday classes cancelled; Friday classes meet
November 22-26	W-Su	Thanksgiving holiday; no classes; university offices closed Thursday and Friday
December 1	F	Freshman spring semester admission application deadline for students living in the United States
		Spring 2007 advance registration (with billing) ends
December 8	M	Fall classes end
		Theses and dissertations due in Registrar's Office for fall degree candidates
December 11-12	M-T	Fall final examinations
December 13	W	Fall study day; no classes
December 14-16	Th-S	Fall final examinations
December 18	M	Fall final examinations (for Wednesday classes)
December 15-22	F-F	Fall final grades due
December 25-26	M-T	Winter holiday; university offices closed
January 1-2	M-T	New Year holiday; university offices closed

# Academic Calendar 2006–2007

## Spring Semester 2007

January 7-14	Su-Su	Spring Welcome Week
January 12	F	Last day to register for spring 2007 without a late fee
January 15	M	Freshman fall semester admission application deadline Martin Luther King, Jr. Day; no classes, university offices closed
January 16	T	Spring classes begin Late registration (with \$50 fee) begins
January 22	M	Late registration for spring ends Last day to drop MBA 1st Module courses for 100% refund and without a "W" recorded
January 24	W	Mathematics Equivalency Examination
January 29	M	Last day to add a spring course or change a grade option Last day to drop a spring course for a 100% refund and without a "W" recorded Last day to drop MBA 1st Module courses for a 50% refund (no refunds for 1st Modules after this date)
February 3	S	English Competency Examination
February 5	M	Last day to drop a spring course for a 50% refund Last day to add an internship or Cooperative Education Field Experience Last day to drop MBA 1st Module courses
February 12	M	Last day to drop a spring course for a 25% refund (no refunds after this date) Last day to add an independent reading course or study project
February 15	Th	Freshman fall semester financial aid application deadline
February 19	M	Early warning notices due in Registrar's Office
March 1	Th	Undergraduate transfer fall and spring semester financial aid application deadline
March 9	F	Last day to drop a spring class (mid-term)
March 11-18	S-Su	Spring break; no classes, university offices open Monday through Friday
March 19	M	MBA 2nd Module courses begin
March 23	F	Last day to drop MBA 2nd Module courses for 100% refund and without a "W" recorded
March 24	S	English Competency Examination
March 30	F	Last day to drop MBA 2nd Module courses for a 50% refund (no refunds for 2nd Modules after this date)
April 2	M	Summer 2007 registration (with payment) and Fall 2007 advance registration (with billing) begins Theses and dissertations due in deans' offices for spring degree candidates
April 6	F	Students registering for final semester begin submitting applications for summer and fall graduation
April 30	M	Last day to drop MBA 2nd Module courses Spring classes end
		Theses and dissertations due in Registrar's Office for spring degree candidates
May 1	T	Undergraduate transfer fall semester admission application deadline for students living outside the United States
May 1-2	T-W	Spring study days, no classes
May 3-9	Th-W	Spring final examinations
May 8-14	T-M	Spring final grades due
May 12	S	Honors Convocation
May 13	Su	Commencement
<b>Summer Sessions 2007 (Dates subject to change)</b>		
May 14	M	7-week summer session begins
May 21	M	First 6-week, first 3-week, and cross summer sessions begin
May 28	M	Memorial Day; no classes, university offices closed
June 8	F	First 3-week summer session ends
June 2	S	English Competency Examination
June 11	M	Second 3-week summer session begins
June 28	Th	7-week, second 3-week, and first 6-week summer sessions end
July 1	Su	Undergraduate transfer fall semester admission application deadline for students living in the United States
July 2	M	Second 6-week day and evening summer sessions begin
July 4	W	Independence Day; no classes, university offices closed
July 15	F	Fall 2007 advance registration (with billing) ends
July 20	F	Theses and dissertations due in deans' offices for summer degree candidates
August 9	Th	End of summer sessions Theses and dissertations due in Registrar's Office for summer degree candidates

# Introduction

- University Profile
- Undergraduate and Graduate Programs
- Enrollment

American University was chartered by an Act of Congress in 1893 and founded under the auspices of the United Methodist Church. Today it is an independent coeducational university with more than 11,000 students enrolled in undergraduate, master's, doctoral, and professional degree programs. Located on an 84-acre residential campus in upper northwest Washington, D.C., the university attracts students from all 50 states, the District of Columbia, Puerto Rico and the territories, and nearly 150 foreign countries.

A short distance from Washington's centers of government, business, research, commerce, and art, the American University campus is located in a scenic residential area in Northwest Washington, D.C. The 37 campus buildings include the university library, administrative and academic buildings, residence halls, an interdenominational religious center, and a sports center. Facilities include 24-hour computer laboratories, radio and TV studios, science laboratories, art studios, recital halls, and a theatre. The Washington College of Law is located a half mile from the campus on Massachusetts Avenue. The satellite Tenley Campus, the location of the Washington Semester program, is located a mile from the university's main campus on Nebraska Avenue.

American University offers a wide range of undergraduate and graduate programs through its six major divisions: College of Arts and Sciences; Kogod School of Business; School of

Communication; School of Public Affairs; School of International Service; and Washington College of Law.

The distinguished faculty of American University includes renowned experts and scholars of national and international reputation in public affairs, law, history, economics, business, international relations, education, science, communication, and the arts. In addition to the over six hundred members of its full-time faculty, adjunct faculty are drawn from the Washington, D.C. professional community, including policy makers, diplomats, journalists, artists, writers, scientists, and business leaders.

The resources of a capital city are unlike any other in the world. Although an important center of business, finance, and media, next to government, education is the largest industry in the District of Columbia.

Washington, D.C. is a city of learning resources in every discipline, from the arts and humanities to the sciences to public affairs. The Smithsonian Institution, John F. Kennedy Center for the Performing Arts, National Gallery of Art, National Institutes of Health, National Library of Medicine, Library of Congress, National Archives, World Bank, Brookings Institution, more than 140 embassies and chanceries, and the headquarters of many associations and international organizations are located in the Washington, D.C. area. The libraries, museums, and art galleries of Washington contain unsurpassed collections. These resources are sites for research, field trips, internships, and employment. Because of these resources, American University students can put their education to work in Washington as they could nowhere else in the country.

## University Profile

### Historical Origins

American University was incorporated by the government of the District of Columbia in 1891 and chartered by Act of Congress in 1893 as a United Methodist Church-related institution. The university's first building was completed in 1898; its first class graduated in 1916.

### Character

American University is a leader in global education, enrolling a diverse student body from throughout the United States and more than 160 countries and providing opportunities for aca-

demic excellence, public service, and internships in the nation's capital and around the world.

### Location

Residential area of upper northwest Washington, D.C.

### Calendar

Two semesters, summer sessions

### Student/Faculty Ratio

14:1

## 6 Introduction

### Number of Faculty (Fall 2005)

594 full-time faculty with 498 in full-time teaching positions  
(97 percent of the full-time faculty hold a doctoral degree or the highest degree in their field); 428 adjunct faculty

### Freshman Profile (Fall 2005)

Average unweighted high school GPA: 3.51

Male/female ratio: 36/64

Middle 50% SAT E: 1180-1350

Middle 50% ACT: 26-32

### Financial Aid

Approximately 64 percent of students receive some form of financial aid

### Academic Divisions

College of Arts and Sciences

Kogod School of Business

School of Communication

School of International Service

School of Public Affairs

Washington College of Law

### Academic Programs

55 bachelor's programs

48 master's programs

8 doctoral programs

J.D., S.J.D., and LL.M.

Students have the opportunity to create individual interdisciplinary programs at the bachelor's and masters's levels. Certificate programs and an associate degree program are offered as well.

**AU Abroad:** Students may study in any subject area for a year, semester, or summer. More than 65 study abroad programs which span diverse cultures and languages on all continents are available, with intensive language study and/or internships offered at many sites.

**Abroad at AU:** International students have the opportunity to attend American University for a semester or year and become fully integrated into the academic, social, and cultural life of the university.

**Consortium of Universities of the Washington Metropolitan Area:** American University participates in a program through which students may take courses not offered by their home institutions at any of the other consortium member schools.

**University Honors Program:** A comprehensive program of honors options drawn from the General Education curriculum and departmental course offerings for qualified undergraduate students. The program is characterized by small seminars, individualized attention from faculty, unique access to the resources of Washington, D.C., and the special atmosphere of an honors community of committed faculty and students.

**Washington Semester Program:** undergraduate programs focusing on American politics (national government, public law), economic policy; gender and politics; international business and trade; international environment and

development; international politics and foreign policy; justice; journalism; peace and conflict resolution, and transforming communities; all include internships.

### Campus Life

The Office of Campus Life integrates students into a diverse university community; promotes their intellectual, social, and spiritual development; and, in collaboration with the faculty, prepares them for lifelong learning and global citizenship.

Campus Life offices include: Academic Support Center; Community Service; Counseling Center; Disability Support Services; Gay, Lesbian, Bisexual, Transgender, and Ally Resource Center (GLBTA); Housing and Dining Programs; International Student & Scholar Services (ISSS); Kay Spiritual Life Center; Learning Services; Mediation Services; Multicultural Affairs; New Student Programs; and Student Health Center.

### Career Center

Support and programs for internships, co-ops, off campus federal work study, career preparation, nationally competitive merit awards, and comprehensive career services at the undergraduate and graduate levels. Students and employers use an on-line system—AU CareerWeb—to access internships and jobs as well as job fairs and campus interviews.

### Cocurricular Activities

Students may participate in student government, residence hall government, student media (print, radio, and TV) and any of more than 160 clubs and organizations; 10 fraternities and 11 sororities; and varsity, recreational, and intramural sports.

### Honorary Societies

Undergraduate students have the opportunity to be elected to the AU chapter of Phi Beta Kappa, the nation's oldest honorary scholastic society for exceptional academic achievement in the liberal arts. Election to the American University chapter of Phi Kappa Phi is also available for qualified students, as well as Golden Key (recognizing outstanding scholarship, service, and leadership for students in all academic fields) and the National Society of Collegiate Scholars (honoring students for outstanding scholarship and community service).

Many academic disciplines have chapters of national honor societies as well:

Alpha Kappa Psi (Lambda Nu Chapter): dedicated to professional development, ethical standards and service in business conduct

Alpha Lambda Delta: honor society for outstanding scholastic achievement for first-year students

Alpha Phi Sigma: national honor society for criminal justice recognizing scholarship in the justice field

Beta Gamma Sigma: business management society

Epsilon Chi Omicron: international business society seeking to enhance educational field and to provide networking opportunities

Phi Beta Kappa (Phi Kappa Phi Chapter): for exceptional academic achievement in the liberal arts

Pi Alpha Alpha: national honor society for public affairs and administration (graduate students only)

Pi Alpha Delta: pre-law honor society open to all undergraduates

Pi Sigma Alpha: national political science honor society recognizing academic and professional achievement

Sigma Iota Rho (Alpha Chapter): offering interdisciplinary scholarly recognition for students in the field of international relations

## **WAMU-FM Radio**

WAMU 88.5 FM is the leading public radio station for NPR news and information in the greater Washington, D.C. area. It is member-supported, professionally-staffed, and licensed to American University. Since 1961, WAMU has provided programming to a growing audience of more than 575,900 listeners in the District of Columbia, Maryland, and Virginia. The station's 24-hour format blends a unique mixture of news, public affairs talk programming, and traditional American music. Home to a team of award-winning local reporters and acclaimed talk radio hosts, WAMU offers comprehensive coverage of local, national, and international events. Deeply committed to the Washington, D.C. metro area, WAMU produces regular and special programming that reflects the unique environment of the D.C. Metro area. The WAMU Community Council, a citizens' advisory panel, sponsors forums to find ways that radio can shed light on difficult problems and complicated issues.

## **University Campus**

The 76-acre main campus and 8-acre Tenley satellite campus are within one mile of each other. The Washington College of Law is located on Massachusetts Avenue, a half mile from the main campus.

University facilities include administrative and academic buildings, housing for about 3,900 students; an interdenominational religious center; specialized natural science facilities; a computing center open 24 hours a day, plus 13 computer laboratories around campus; two electronic auditoriums (one includes video conferencing capabilities); numerous classrooms with the latest in multimedia presentation capability; radio and TV studios; recital halls; and a comprehensive, multipurpose sports and convocation center.

The Harold and Sylvia Greenberg Theatre, the home of a 300-seat performance auditorium for live theatre, dance, and music, as well as extensive backstage areas for dressing rooms, and scene and costume shops, is located at 4200 Wisconsin Ave. NW, just a short distance from AU's main campus and from the Tenleytown/AU Metro stop.

The Katzen Arts Center features more than 130,000 square feet of space, including gallery space to exhibit the university's art collections, as well as work by American University's faculty and students; performance space; studio and educational areas, and classrooms.

## **Residence Halls**

Six residence halls on the main campus accommodate 2,900 students per year. The Park Bethesda apartment building, located two miles from campus, is managed by AU and can house 585 graduate, law, and upper-class undergraduates. Three residence halls on the Tenley Campus provide housing for 450 Washington Semester students.

## **University Library**

The Jack I. and Dorothy G Bender Library and Learning Resources Center serves as a gateway to a wide array of print resources and electronic information and offers many services to support student and faculty research. It provides access to extensive electronic information through more than 1,700 subscribed databases and other electronic resources. Print collections include more than 1 million volumes, 1.1 million microforms, and 2,750 journals. Media collections include 11,000 films, videos, and multimedia, and over 36,700 recordings and 13,170 musical scores.

Primary access to the collections is through ALADIN, the web site for the Washington Research Library Consortium (WRLC). American University students and faculty may borrow materials from all eight members of WRLC. Additional library resources may be accessed via the library's CD-ROM network or through the AU library web site: [www.libraryamerican.edu/](http://www.libraryamerican.edu/).

The library's Special Collections houses rare materials, such as books, manuscripts, and personal papers, including the Artemas Martin collection of mathematical texts, the Charles Nelson Spinks collection of artistic and historical works of Japan, the Irwin M. Heine collection of literary works, and Christopher Johnson collection of William Faulkner books. Other significant collections include the John R. Hickman collection, the Friends of Colombia Archives, the Records of the National Peace Corps Association, the Records of the National Commission on the Public Service, and the Records of Women Strike for Peace.

## **Technology and Computing Resources**

All students receive an EagleNet user account, an "american.edu" e-mail address, and a personal web page, if desired. Computing resources are delivered via a fiber optic network providing over 7,000 connection points, including all residence hall rooms. Wireless network access is also available throughout the entire campus. High-capacity dedicated Internet service is available to everyone, and generous data storage for academic assignments and e-mail is provided on state-of-the-art servers available 24 hours a day throughout the year, except for occasional maintenance periods.

There are 19 computer laboratories on campus offering a variety of personal computer and Macintosh systems, as well as fee-based high-speed laser printing. There are general-purpose facilities available to all students, some open 24 hours a day during most of the academic year. There are also many specialized

labs supporting specific academic disciplines. Use of these labs may be restricted to students taking relevant courses or enrolled in specific degree programs. Labs are staffed by full-time professionals, graduate assistants and student assistants who provide support for a broad range of software applications.

The EagleNet network provides students with access to site-licensed software and the resources of ALADIN, the university's on-line library catalog. ALADIN is the gateway to the library holdings of Washington-area universities that share access to a broad range of electronic research resources. EagleNet also enables students to participate in a growing number of courses that use the web to enhance the classroom experience. On-line academic collaboration is provided to the campus using software tools such as Blackboard CourseInfo and other electronic resources.

The Help Desk answers software questions and provides general computer troubleshooting assistance via telephone, web, and e-mail. Throughout the year a variety of training classes are offered to help members of the academic community use computing resources.

Although limited dial-up facilities are available for off-campus use of EagleNet, nonresident students are encouraged to arrange for Internet service through a private Internet provider. For those with laptop computers equipped with Ethernet network cards, public EagleNet access ports are available at various locations throughout campus. Laptop computers and other devices equipped for wireless communication using the 802.11b standard can also be used anywhere on campus.

All students must agree to the terms of the university's *Policy on the Appropriate Use of Information Technology Resources* which is in the Policies and Guidelines section of the *Student Handbook*.

## **Protection of Research Subjects**

### **Protection of Human Subjects in Research**

Any research that includes experimenting on, interviewing, surveying, or observing human beings is subject to review to determine whether adequate provision has been made for the protection of human subjects in accordance with strict federal regulations governing human subjects research. Unless determined to be exempt, all research must be reviewed and approved by the AU Institutional Review Board for the Protection of Human Subjects (IRB) or one of its designees at the unit or department level.

Researchers should contact their unit designee or the IRB through the compliance administrator in Sponsored Programs at 202-885-3440 for further information and forms well in advance of the anticipated start date. No research involving human subjects can begin unless it has been exempted or approved.

### **Protection of Animals in Research**

Any research involving the use of laboratory animals must be approved in advance by AU's Institutional Animal Care and Use Committee (IACUC), which is charged with ensuring the proper

use, care, and humane treatment of animals and enforcing relevant federal regulations.

Researchers should contact their department chairs or the IACUC through the compliance administrator in Sponsored Programs at 202-885-3440 for further information and forms well in advance of the anticipated start date. No research involving animals can begin until it has been approved.

## **Athletics and Recreation**

American University encourages physical fitness throughout its community and strives to include in the educational experience of all students habits of fitness that integrate a sound mind with a sound body.

### **Athletics Mission Statement**

The Athletics Department will excel athletically in the Patriot League at the highest levels of achievement while maintaining the academic standards of the university and both the letter and spirit of the Patriot League Charter. In a fiscally and otherwise responsible manner, the Athletics Department will be a beacon of excellence and enthusiasm in the American University community.

### **Sports Center**

The Sports Center complex serves as home to the American University athletics program. The university features a nineteen-sport NCAA Division I program which competes in the Patriot League (Army, Bucknell, Colgate, Holy Cross, Lafayette, Lehigh, and Navy). The university offers women's basketball, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming and diving, tennis, and volleyball, and men's basketball, cross country, golf, indoor and outdoor track and field, soccer, swimming and diving, tennis, and wrestling.

American University students may attend Eagles home-ticketed sporting events free of charge by picking up tickets in advance of the game. With proper AU identification, students receive two tickets to each event.

Up-to-the-minute information on AU athletics is available at the Eagles' official Web site at [www.aueagles.com](http://www.aueagles.com) or by calling the AU Sports Hotline at 202-885-DUNK (x3865).

Other special functions and major entertainment events occur throughout the year in Bender Arena. Tickets for both on- and off-campus events can be purchased at the Ticketmaster outlet located in the lobby of the arena. For all ticket information, call 202-885-FANS (x3267).

### **Athletics and Recreation Facilities**

American University's Sports Center houses Bender Arena, Reeves Aquatic Center, the William I Jacobs Fitness Center, and Athletics and Recreation Department offices. The center includes four full-size basketball/volleyball courts, a 25-yard swimming pool, and a warm-up pool. Outdoor facilities include the Reeves soccer/lacrosse field, Greenberg running track, Reeves tennis courts, Jacobs intramural field and, two basketball courts behind the SportsCenter. The William I Jacobs recreational complex, which opened in Fall 2005, includes an

astroturf field hockey surface, a softball field, state-of-the-art scoreboard, and two outdoor sand volleyball courts.

The Jacobs Fitness Center is the central campus facility, providing a supportive environment for fitness and health for all members of the AU community. Located off the lobby of the Sports Center, the Fitness Center is a state-of-the-art fitness area with a wide range of cardio equipment, strength machines, and weights. In addition, there are smaller fitness centers in each of the residence hall complexes and at the Tenley campus. The Fitness Center also provides a variety of services for additional fees including group exercise classes, yoga, personal training, fitness assessments, and locker rentals. The center is staffed with CPR-certified professionals who are dedicated to health and wellness, trained in the use of the equipment, and ready to assist with an exercise program to achieve personal health goals.

Students with a valid AU ID who have registered for classes are eligible to use the Fitness Center. Memberships for the Fitness Center are also available at discounted fees for faculty, staff, and alumni.

Hours of operation vary according to the academic calendar and scheduled university events in the arena. Specific information on the hours of operation is available on the web at [www.american.edu/jacobsfitness](http://www.american.edu/jacobsfitness) or by calling the Info Line at 202-885-6267.

### **Intramural and Club Sports**

The Intramural Sports Program is an exciting and fun complement to a student's academic, cultural, and social education. The program offers a wide range of sports including basketball, flag football, soccer, softball, racquetball, golf, swimming, volleyball, and tennis. Different leagues are conducted in these sports for men, women, co-recreational groups, and varying skill levels. Involvement in intramurals is a wonderful opportunity for students to make new acquaintances, develop friendships and enjoy the benefits of exercise and physical activity. An Intramural Sports Program brochure listing all the rules and regulations of the program, as well as deadlines for signing up for various sports, may be obtained from the Intramural Office in the Sports Center lower level, Room G-03, 202-885-3050.

Club Sports are student run and organized teams. They compete against colleges and universities around the country in the following areas: ballroom dance, crew, cycling, fencing, men's and women's ice hockey, men's and women's lacrosse, roller hockey, men's and women's rugby, women's soccer, women's softball, and men's and women's ultimate frisbee. Programs receive funding from the Department of Athletics, supervised by the recreational sports office.

## **On-Campus Services**

### **Dining Services and Stores**

The Terrace Dining Room (TDR), Marketplace, and Tavern are located in Mary Graydon Center. There is also a contract dining facility on the Tenley Campus. The Eagle's Nest carries food, magazines, newspapers, and toiletry items. Other stores

and services in the Butler Pavilion include a bank, mailbox service/copy center, hair salon, cafe, and fast-food restaurant.

The campus bookstore, located on the second and third floors of the Butler Pavilion, carries all required textbooks, a large selection of other books, all necessary supplies, stationery, American University sportswear, and other items.

### **Child Development Center**

American University's Child Development Center, located on campus, is a licensed and NAECP-accredited preschool for children 2½ to 5 years old. Highly-qualified teachers, supported by trained work-study students, provide a developmentally appropriate program of active learning in the areas of physical, social, emotional, and intellectual development. Children of students, faculty, and staff may be enrolled in this stimulating and nurturing full-day program. In addition, the center offers students from many disciplines a place to intern and observe, create, and test theories involving children.

For more information on the Child Development Center: phone: 202-885-3330 e-mail: [vgreen@american.edu](mailto:vgreen@american.edu)

### **Parking and Traffic**

Parking at American University is by permit or meter only, 8:00 a.m. to 5:00 p.m., Monday through Friday. Designated restricted lots and the Tenley Campus lots are enforced 24 hours a day, seven days a week. Visitors may purchase a guest permit from the Transportation Services office.

All faculty, staff, and students must register their vehicles in the Transportation Services office by the end of the first day of classes of each semester. Vehicles brought to the university during the semester must be registered immediately. Students may not register a vehicle that is not registered in their family name. Freshmen and Washington Semester students are not permitted to have vehicles on campus or to park in Advisory Neighborhood Commissions 3D and 3E.

Special access parking spaces are available around campus. Vehicles parked in these spaces must display valid handicap or disability license plates or permits. Temporary AU disability permits may be obtained from the Transportation Services office. A physician's certification is required.

For more information call 202-885-3110.

### **Shuttle Services**

American University encourages the use of the Washington, D.C. subway and bus system, Metrorail and Metropcs. A free shuttle service for students, faculty, staff, and visitors is available to and from the Tenleytown/AU Metrorail station, Tenley Campus, Park Bethesda, and the Washington College of Law. Access for persons with disabilities is available. A valid AU ID card or Shuttle Guest Pass is required for all riders. Hours of operation are Monday through Thursday, 7:00 a.m. to 12:30 a.m.; Friday, 7:00 a.m. to 2:30 a.m.; Saturday, 8:00 a.m. to 2:30 a.m.; and Sunday, 8:00 a.m. to 1:00 a.m.

For a shuttle schedule or more information, call 202-885-3302 or go to: [www.american.edu/finance/dps/shuttle](http://www.american.edu/finance/dps/shuttle).

## Accreditation

American University is accredited by the Middle States Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). American University is recognized as church-related by the University Senate of the United Methodist Church. A number of programs are individually accredited by, or are members of, professional organizations:

- The Department of Chemistry at American University is accredited by the American Chemical Society (ACS), a specialized accrediting agency recognized by U.S. Department of Education.
- The School of Education, Teaching, and Health at American University is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. The School of Education, Teaching and Health, is also accredited by the National Association of State Directors of Teacher Education and Certification (NASDTEC), a specialized accrediting agency recognized by the Council for Higher Education Accreditation (both elementary and secondary).
- The music program of the Department of Performing Arts at American University is an accredited institutional member of the National Association of Schools of Music, a specialized accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.
- Since 1972, the doctoral program in clinical psychology of the Department of Psychology at American University has been accredited by the American Psychological Association, a specialized accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.
- The School of Communication at American University is accredited by the Accrediting Council on Education in Journalism and Mass Communication, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.
- The Kogod School of Business at American University is accredited by AACSB International, the Association to Advance Collegiate Schools of Business, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.
- The School of International Service at American University is a member of the Association of Professional Schools of International Relations.
- The School of Public Affairs at American University is accredited by the Commission on Peer Review and Accreditation of the National Association of Schools of Public Affairs and Administration (NASPAA), a specialized accrediting agency recognized by the Council for Higher Education Accreditation, and authorized to accredit master/masters degrees in public affairs and administration. American University's School of Public Affairs is a member of the Association for Public Policy Analysis and Management (APPAM) and the Academy of Criminal Justice Sciences.
- The Washington College of Law at American University is approved by the American Bar Association (ABA) through ABA's Section of Legal Education and Admissions to the Bar, a specialized accrediting agency recognized by the U.S. Department of Education. American University's Washington College of Law is a member of the Association of American Law Schools. The law school also meets the requirements for preparation for the bar in all states and carries the certification for the United States District Court for the District of Columbia and the New York State Department of Education.

### Fall 2005 Enrollment

Full-time undergraduates . . . . .	5,550
Part-time undergraduates . . . . .	232
Full-time and part-time graduate students (including Washington College of Law) . . . . .	5,060
Nondegree, certificate, and Washington Semester students . . . . .	1,163
<i>Total</i> . . . . .	12,005

### Degrees Conferred 2004–2005

	Bachelor's	Master's	Doctorate	J.D.	LL.M.	Total
College of Arts and Sciences	383	325	61			769
Kogod School of Business	252	207				459
School of Communication	236	149				385
School of International Service	284	316	2			602
School of Public Affairs	264	230	10			504
Washington College of Law			0	553	122	675
<i>University Total</i>	1,419	1,227	73	553	122	3,394

In 2004–2005, the graduation rate for undergraduate students who entered American University as full-time freshmen in fall 2000 was 68.8 percent.

## Undergraduate Programs

### Majors

American Studies (B.A.)  
 Anthropology (B.A.)  
 Art History (B.A.)  
 Audio Production (B.A.)  
 Audio Technology (B.S.)  
 Biochemistry (B.S.)  
 Biology (B.S.)  
 Business Administration (B.S.B.A.)  
 Chemistry (B.S.)  
 Communication: Communication Studies (B.A.)  
 Communication: Journalism (B.A.)  
 Communication: Public Communication (B.A.)  
 Communication: Visual Media (B.A.)  
 Computer Science (B.S.)  
 Economics (B.A., B.S.)  
 Elementary Education (B.A.)  
 Environmental Studies (B.A.)  
 Fine Arts (B.F.A.)  
 Foreign Language and Communication Media (B.A.)  
 French Studies (B.A.)  
 German Studies (B.A.)  
 Graphic Design (B.A.)  
 Health Promotion (B.S.)  
 History (B.A.)  
 Interdisciplinary Studies (B.A., B.S.)  
 Interdisciplinary Studies: Communication, Legal Institutions, Economics, and Government (B.A.)  
 International Studies (B.A.)  
 Jewish Studies (B.A.)  
 Justice (B.A.)  
 Language and Area Studies:  
     French/Europe (B.A.)  
     German/Europe (B.A.)  
     Russian/Area Studies (B.A.)  
     Spanish/Latin America (B.A.)  
 Law and Society (B.A.)  
 Liberal Studies (B.A.)  
 Literature (B.A.)  
 Marine Science (B.S.)  
 Mathematics (B.S.)  
 Mathematics, Applied (B.S.)  
 Multimedia Design and Development (B.S.)  
 Music (B.A.)  
 Performing Arts: Music Theater (B.A.)  
 Performing Arts: Theater (B.A.)  
 Philosophy (B.A.)  
 Physics (B.S.)  
 Political Science (B.A.)  
 Psychology (B.A.)  
 Russian Studies (B.A.)  
 Secondary Education (second major only)  
 Sociology (B.A.)  
 Spanish Studies (B.A.)  
 Statistics (B.S.)  
 Studio Art (B.A.)  
 Women's and Gender Studies (B.A.)

### Minors

American Studies  
 Anthropology

Anthropology, Applied  
 Arab Studies  
 Art History  
 Audio Technology  
 Biochemistry  
 Biology  
 Business Administration  
 Chemistry  
 Communication  
 Computer Science  
 Dance  
 Economics  
 Education Studies  
 Environmental Science  
 Finance  
 French Language  
 German Language  
 Graphic Design  
 Health Promotion  
 History  
 Information Systems and Technology  
 Interdisciplinary Studies  
 International Studies  
 Israeli Studies  
 Japanese Language  
 Jewish Studies  
 Justice  
 Language and Area Studies:  
     French/Europe  
     German/Europe  
     Japanese/Asia  
     Russian/Area Studies  
     Spanish/Latin America

Literature  
 Literature: Cinema Studies  
 Marketing  
 Mathematics  
 Multi-Ethnic Studies  
 Music  
 North American Studies  
 Philosophy  
 Physics  
 Physics, Applied  
 Political Science  
 Psychology  
 Public Administration and Policy  
 Quantitative Methods  
 Real Estate  
 Religion  
 Russian Language  
 Russian Studies  
 Sociology  
 Spanish Language  
 Special Education  
 Statistics  
 Studio Art  
 Theater  
 Women's and Gender Studies

### **Undergraduate Certificates**

Advanced Leadership Studies (SPA students)  
 Arab Studies  
 Asian Studies  
 European Studies

International Affairs  
 Multi-Ethnic Studies  
 Public Anthropology  
 Statistics, Applied  
 Teaching English to Speakers of Other Languages (TESOL)  
 Translation: French, German, Russian, or Spanish  
 Women, Policy, and Political Leadership

## Graduate Programs

### Doctoral

Anthropology (Ph.D.)  
 Economics (Ph.D.)  
 History (Ph.D.)  
 International Relations (Ph.D.)  
 Juridical Science (S.J.D.)  
 Justice, Law and Society (Ph.D.)  
 Political Science (Ph.D.)  
 Psychology (Ph.D.)  
 Public Administration (Ph.D.)

### Master's

Accounting (M.S.)  
 Applied Science (M.S.)  
 Art History (M.A.)  
 Biology (M.A., M.S.)  
 Business Administration (M.B.A.)  
 Chemistry (M.S.)  
 Communication: Journalism and Public Affairs (M.A.)  
 Communication: Producing for Film and Video (M.A.)  
 Communication: Public Communication (M.A.)  
 Computer Science (M.S.)  
 Creative Writing (M.F.A.)  
 Curriculum and Instruction (M.Ed.)  
 Development Management (M.S.)  
 Economics (M.A.)  
 Environmental Science (M.S.)  
 Ethics, Peace, and Global Affairs (M.A.)  
 Film and Electronic Media (M.F.A.)  
 Film and Video (M.A.)  
 Global Environmental Policy (M.A.)  
 Health Promotion Management (M.S.)  
 History (M.A.)  
 Information Technology Management (M.S.)  
 International Affairs (M.A.)  
 tracks:

*Comparative and Regional Studies*  
*International Economic Policy*  
*International Politics*  
*Natural Resources and Sustainable Development*

*United States Foreign Policy*

International Communication (M.A.)  
 International Development (M.A.)  
 International Legal Studies (LL.M.)  
 International Peace and Conflict Resolution (M.A.)  
 International Service (M.I.S.)  
 International Training and Education (M.A.)  
 Justice, Law and Society (M.S.)  
 Law (J.D.)  
 Law and Government (LL.M.)  
 Literature (M.A.)

Management (M.S.)  
 Mathematics (M.A.)  
 Organization Development (M.S.O.D.)  
 Performing Arts: Arts Management (M.A.)  
 Philosophy (M.A.)  
 Political Science (M.A.)  
 Psychology (M.A.)  
 Public Administration (M.P.A.)  
 Public Anthropology (M.A.)  
 Public Policy (M.P.P.)  
 Sociology (M.A.)  
 Spanish: Latin American Studies (M.A.)  
 Special Education: Learning Disabilities (M.A.)  
 Statistics (M.S.)  
 Studio Art (M.F.A.)  
 Taxation (M.S.)  
 Teaching (M.A.T.)  
 tracks:  
*Elementary Education*  
*Secondary Education*  
*English for Speakers of Other Languages*  
*International Training and Development*  
 Teaching English to Speakers of Other Languages (M.A.)  
 Graduate Certificates  
 Arts Management  
 Asian Studies  
 Computer Science  
 Cross-Cultural Communication  
 Environmental Assessment  
 European Studies  
 International Development Management  
 International Economic Relations  
 Microeconomics, Applied  
 North American Studies  
 Organization Development, Fundamentals and Advanced  
 Organizational Change  
 Peacebuilding  
 Postbaccalaureate Premedical  
 Professional Development:  
*Comparative and Regional Studies*  
*Global Environmental Policy*  
*International Communication*  
*International Development*  
*International Economic Policy*  
*International Peace and Conflict Resolution*  
*International Politics*  
*United States Foreign Policy*  
 Public Anthropology  
 Public Financial Management  
 Public Management  
 Public Policy Analysis  
 Social Research  
 Statistics, Applied  
 Teaching: Elementary  
 Teaching: English for Speakers of Other Languages  
 Teaching: Secondary  
 Teaching English to Speakers of Other Languages (TESOL)  
 The Americas  
 Translation: French, Russian, or Spanish  
 Women, Policy, and Political Leadership



# Admission Requirements

- Freshman and Transfer Students
- Graduate Students
- Nondegree Students
- International Students

## Undergraduate Study

To request application forms or for more information: phone: 202-885-6000 e-mail: [admissions@american.edu](mailto:admissions@american.edu)  
Applicants may use the paper or online version of the Common Application, the AU paper application, or AU online application at: <http://admissions.american.edu>

Applicants are responsible for requesting that letters of recommendation and official transcripts and test scores be sent directly to the Admissions Office. American University's SAT and TOEFL code is 5007, and the ACT code is 0648.

International applicants should refer to the international student guide *Encounter the World* for additional instructions. American University requires all applicants whose first language is not English, regardless of citizenship, to demonstrate English-language proficiency. For more information, see English Language Requirements

### Freshman Admission Requirements

To be considered for admission, applicants should:

- Have graduated from a secondary school with at least 16 academic units, including at least four units in English, three units in college preparatory mathematics (including the equivalent of two units in algebra and one unit of geometry), two units in foreign language(s), two units in lab science, and two units in social sciences.

Applicants who hold General Education Diplomas (GEDs) may be admitted on the basis of satisfactory performance on SAT, ACT, and other such tests and transcripts.

- Have a minimum academic average of above C.
- Submit the results of either the SAT Reasoning test or the ACT with writing.

Also recommended are the SAT Subject Mathematics Level II test (a score of 650 in Math II will fulfill the University Mathematics Requirement) and Foreign Language SAT Subject test for applicants who plan to continue the study of a foreign language begun in secondary school.

### Transfer Admission Requirements

Students who wish to be considered for transfer admission must be in good academic and social standing at the school previously attended. All applicants with a cumulative grade point average of at least 2.00 on a 4.00 scale from all schools attended (at AG-rated regionally accredited institutions) will be considered. However, to be considered competitive for admission, applicants need a minimum grade point average of 2.50.

Applicants to individual schools should have maintained a cumulative minimum grade point average (on a 4.00 scale) from all schools attended as follows:

Kogod School of Business	2.50
School of Communication	2.50
School of International Service	3.00
School of Education, Teaching, and Health (College of Arts and Sciences)	2.70
School of Public Affairs	2.50

Transfer applicants must request each collegiate institution previously attended to send an official transcript of all work completed directly to the Admissions Office. Attendance at all institutions must be reported whether or not credit was earned and whether or not transfer credit is desired. Failure to report all previous academic work will be considered sufficient cause for rejection of an application or for dismissal from the university.

Transfer applicants with fewer than 24 credit hours completed at the time of application should also submit the secondary school record and standardized test scores.

### Deadlines for Admissions Applications

#### U.S. Freshman Admissions Application Deadlines

- Fall Semester Early Decision: November 15
- Fall Semester Regular Decision: January 15
- Spring Semester: December 1
- Summer Semester: April 1

#### U.S. Transfer Student Admission Application Deadlines

- Fall Semester: March 1 to be considered for scholarships/financial aid
- Fall Semester: July 1
- Spring Semester: November 1
- Summer Semester: April 1

**International Freshman Admission Application Deadlines**

- Fall Semester Early Decision Freshmen: November 15
- Fall Semester Regular Decision: January 15
- Spring Semester: September 1

**International Transfer Admission Application Deadlines**

- Fall Semester: May 1
- Spring Semester: September 1

Due to visa regulations, international students may have restrictions on applying for admission for the summer term. For more information, contact International Student & Scholar Services (ISSS) at 202-885-3350.

**University Honors Program Admission**

Incoming freshmen are admitted by invitation to the University Honors Program, there is no separate application to apply. The top applicants for admission to the university will be considered for the program and will be notified of this decision along with their admission letter. Admission to the program is highly competitive, with consideration of the student's grade point average, the strength of the high school academic program, and standardized test scores as the most important factors in the selection process. Freshman and sophomores who were not invited as freshman but who demonstrate academic excellence, such as a cumulative grade point average of 3.60 or higher, rigorous coursework, innovative research, etc., may nominate themselves for admission to the program after completing two full time academic semesters at American University. To begin the nomination process, students should contact the University Honors Center at [honors@american.edu](mailto:honors@american.edu).

**Notice of Admission**

General admission freshman applicants whose applications and supporting documents have been received by the Admissions Office by February 1 are notified of the decision on their applications by April 1.

Early decision applicants are notified of the decision by December 31; at that time early decision applicants may be admitted, denied admission, or deferred until the general admission date of April 1.

Transfer applicants are notified of decisions as they are made.

Full-time undergraduates are required to pay a nonrefundable tuition deposit to reserve a place in the class.

Complete detailed instructions for replying to the admission offer are provided with the notice of acceptance.

**Early Admission**

American University offers the opportunity for admission a year earlier than normal to freshman applicants whose ability, academic achievement, and general maturity indicate that they are ready to begin collegiate work.

Applicants are considered on their own merit. However, the major factors important to evaluation are:

- the secondary school record, with special reference to grades achieved and the pattern of courses taken;
- performance on the Scholastic Assessment Test I (SAT I) or the American College Test (ACT);

- the recommendation of the secondary school principal or counselor and two teacher recommendations;
- a letter from the applicant stating the reasons for seeking early admission; and
- possibly, an interview with a screening committee.

**Early Decision**

Freshman applicants whose first choice is American University are encouraged to apply as early decision candidates. Students admitted under the early decision plan learn of their admission by December 31 and receive first consideration for scholarships, financial aid, housing, and registration. The university, in turn, is assured that these students will enroll if admitted.

The deadline for applying for early decision is November 15, at which time all documents, including the \$45 application fee, must be on file with the Admissions Office. Early decision applicants may initiate applications to other schools before notification, but if they are admitted to American University as early decision candidates, they must submit a tuition prepayment by February 1 and withdraw all applications to other colleges and universities.

Early decision applicants are evaluated by the same criteria as all other freshman applicants. They may be admitted to the university in December, denied admission, or have their application deferred until the general admission reply date of April 1. Students deferred until April are released from the commitment to attend if admitted.

**Learning Services Program**

American University offers a structured program for entering freshmen with learning disabilities who are seeking additional support. Students interested in the Learning Services Program must identify themselves in the regular admissions process and submit a supplementary application to the program at the time they apply to the university. Further information is available from the Academic Support Center at 202-885-3360 or [asc@american.edu](mailto:asc@american.edu).

**Admission from Nondegree Status**

Students wishing to transfer from nondegree status at American University to undergraduate degree status must submit a formal application for admission to the Admissions Office. If a student is accepted into an undergraduate degree program, a maximum of 30 credit hours may be transferred from nondegree status to the degree program.

**Admission for Part-time Study**

An undergraduate student enrolled in fewer than 12 credit hours is considered a part-time student. Part-time degree applicants are required to meet the same standards for admission as full-time freshman or transfer applicants.

Applicants considering part-time study in a degree program are cautioned that they may be unable to complete the necessary course work for some degree programs by attending evening classes only. Before applying they should consult with the de-

partment of their proposed major to ascertain whether the required courses will be available to them.

### **Readmission**

An undergraduate student whose studies at the university are interrupted for any reason for a period of one semester (excluding the summer sessions) must submit a formal application for readmission and a reapplication fee to the Admissions Office at least two months before the beginning of the semester or summer session for which the student wishes to be readmitted, unless written permission to study at another collegiate institution was secured in advance or the student has been granted an official leave of absence.

Students who were in good standing when they left the university and who have maintained a satisfactory grade point average at another school are virtually assured readmission. It is to a student's advantage to apply for readmission as early as possible so that he or she may register during the advance registration period.

A student who is readmitted is subject to the academic requirements and regulations in effect at the time of readmission.

## **Graduate Study**

Application for graduate study is made directly to the school or department offering the degree program and is self-managed. As graduate programs are highly individualized, applicants are encouraged to schedule an appointment with an academic advisor in the appropriate department.

Applicants are responsible for requesting that official transcripts and test scores be sent directly from the issuing institutions to the appropriate graduate admissions office. *Attendance at all institutions must be reported whether or not credit was earned.* Failure to report all previous academic work (undergraduate and graduate) will be considered sufficient cause for rejection of an application or for dismissal from the university.

International applicants should refer to International Student Information for additional instructions. American University requires all applicants whose first language is not English, regardless of citizenship, to demonstrate English-language proficiency. For more information, see English Language Requirements.

### **Admission Requirements**

The minimum university admission requirements for graduate study are outlined below. Please refer to the appropriate college, school, and department program requirements for additional requirements.

- A bachelor's degree earned at an accredited college or university.
- At least a 3.00 cumulative grade point average (on a 4.00 scale) in the undergraduate program, calculated on the last 60 credit hours of course work completed.
- A cumulative grade point average of at least 3.00 (on a 4.00 scale) in all relevant graduate work for which a grade has been awarded.

An applicant for graduate study may be admitted without reference to the undergraduate average if the applicant has maintained either a 3.30 (on a 4.00 scale) cumulative grade point average in a master's degree program completed at an accredited institution, or a 3.50 (on a 4.00 scale) cumulative grade point average in the last 12 credit hours of a master's or doctoral degree program still in progress at such an institution at the time the application is evaluated, or in graduate work taken in nondegree status at American University and applicable to the degree program which is being applied for.

An applicant for graduate study may be admitted without a bachelor's degree earned at an accredited college or university or without reference to the undergraduate average provided that he or she is a midcareer person from government or the private sector who has not attended school full-time for at least eight years and is applying for admission to a professional master's degree program. This exception must be justified by an evaluation of the applicant's work performance and his or her organization's recommendation.

### **Provisional Standing**

Each college, school, or department of the university may admit to provisional standing a limited number of students who do not meet the minimum standards of either the university or the teaching unit. By the end of one full semester of full-time study or after the first 9 to 12 credit hours of part-time study, the student will be evaluated by the college, school, or department. Continuation in the graduate program will be permitted on favorable appraisal of the student's performance.

The provisional admission status of a graduate student who does not give satisfactory evidence of capability will be withdrawn. This constitutes dismissal of the student.

### **Admission from Nondegree Status**

Students wishing to transfer from nondegree status at American University to graduate degree status must submit a formal application for admission. If a student is accepted into a graduate degree program, up to 12 credit hours of graduate-level course work completed in nondegree status may be applied to a graduate degree program, or up to 21 credit hours earned in a completed graduate certificate program.

### **Readmission**

After expiration of the time limit for completion of a graduate degree program, readmission may be granted once for a period of three years (less any time given in previous extensions of candidacy), subject to the requirements of the particular degree in effect at the time of readmission, and may involve taking additional courses or other work or both. When a student is readmitted under these circumstances, the length of time that the student will be given to complete degree requirements and any additional courses, examinations, or other requirements which are deemed necessary by the teaching unit will be specified. Students applying for graduate readmission must pay a fee.

## Nondegree Study

A student who does not wish or is not ready to pursue a degree program but desires to take credit courses may be qualified to enroll as a nondegree student. Nondegree students may register for any university course for which they have the necessary academic background and qualifications. Many students begin their studies in nondegree status and apply the credit they have earned toward a degree program in one of the schools or colleges of the university. Nondegree students begin registration with the nondegree advisor in the appropriate school or college.

Undergraduate-level courses are open to high school graduates; students in good standing at other accredited colleges and universities; students with an undergraduate degree; and high-school students who have a B average and the recommendation of their high school counselor or principal.

Graduate-level courses are open to students who have completed a bachelor's degree.

The following students ordinarily may not register in nondegree status:

- Students currently enrolled as undergraduate or graduate degree students in any of the member institutions of the Consortium of Universities of the Washington Metropolitan Area
- American University students who have not completed their degree programs
- Students who have been dismissed from American University or another college or university within the previous twelve months

## International Student Admission

**The following regulations apply to all students who are not citizens or "permanent residents" of the United States of America.**

All international students applying for admission must submit the appropriate documents well in advance to undergraduate admissions or to the graduate office of the school or college to which they are applying. Photocopied or faxed documents are not accepted for evaluation purposes. Transcripts for international applicants must be submitted for all secondary schools attended. Documents must be in the language of instruction of the issuing school and must be accompanied by an official English translation.

### Visa Requirements

Students in nonimmigrant F-1 or J-1 status are required by U.S. Immigration and Naturalization Service (INS) regulations to enroll for and maintain a full-time course load during the fall and spring semesters. If the student's first term is a summer session, the full-time course load requirement will apply for that summer. It is the individual student's responsibility to comply with INS regulations.

To meet the INS full-time course load requirements at American University each semester, undergraduate students are required to register for a minimum of 12 credit hours, graduate students for a minimum of 9 credit hours, and law students in the master's program for a minimum of 8 credit hours. Any change in registration which results in a course load below these minimum requirements must be authorized by International Student & Scholar Services (ISSS) in consultation with the student's academic advisor.

Students in F-1 or J-1 status who fail to meet these requirements are considered by INS to be "out-of-status" and lose their eligibility for all immigration benefits including on-campus employment and practical training and are subject to deportation.

All students in F-1 nonimmigrant status are required to attend, initially, the educational institution which issued the Certificate of Eligibility (I-20) used to obtain the F-1 status.

Students in F-1 or J-1 status are reminded that a change of school from one U.S. educational institution to another or a change of program within the same educational institution must be made according to INS regulations. At American University such changes are processed through International Student & Scholar Services (ISSS), Butler Pavilion 410.

Students in Exchange Visitor (J-1) status requesting a transfer to American University should consult with ISSS before registering for classes. Transfer from one exchange visitor program to another requires a release from the previous program sponsor and/or the approval of the INS. It is advisable that all students entering the university in J-1 status at the time of admission consult with ISSS before registering for classes.

Questions concerning INS regulations should be directed to International Student & Scholar Services (ISSS), Butler Pavilion 410, telephone 202-885-3350; fax 202-885-3354. Regular office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m.

## English Language Requirements

American University generally requires all students whose first language is not English, regardless of citizenship, to take one of the following exams and achieve the indicated scores to demonstrate English-language proficiency:

- TOEFL (Test of English as a Foreign Language): score 550 or higher on the paper-based test or 213 or higher on the computer-based test or 80 or higher on the Internet-based test
- SAT I: Reasoning Test (Verbal): score 530 or higher
- SAT II: Subject Test-English Language Proficiency Test (ELPT): score 970 or higher
- International English Language Testing System (IELTS) score 6.5 or higher

Examination results should be sent directly to the university. American University's SAT and TOEFL code is 5007.

# Tuition, Expenses, and Financial Aid

- Tuition, Housing and Dining, and Fees
- Undergraduate Financial Aid
- Graduate Financial Aid
- Veteran's Benefits

Undergraduate students who register for 12 to 17 credit hours are assessed tuition at the full-time rate. Undergraduate students who register for fewer than 12 credit hours are assessed tuition based on the number of credit hours taken. Undergraduate students who register for more than 17 credit hours are charged the full-time tuition rate with an additional charge for each credit hour over 17.

Graduate and nondegree students are assessed tuition per credit hour.

Washington College of Law (WCL) students are assessed tuition on the same basis as undergraduates students. However, the WCL tuition rate differs from that of the rest of the university.

The off-campus tuition rate differs from the rate for on-campus courses. Full-time undergraduate students, however, who register for courses both on and off campus are assessed tuition at the on-campus full-time rate.

Given the probable continuation of current economic conditions, as well as the need to continue to accelerate the academic development of the university, it is reasonable to expect that tuition and fee increases will be required each year in the near future.

## Tuition

### Undergraduate Students

Full-time (12-17 credit hours) . . . . .	\$14,603
(Above 17 hours, \$973 per additional credit hour)	
Part-time (per credit hour) . . . . .	973

### Graduate Students

Full- and part-time: (per credit hour) . . . . .	1048
--	------

### MBA Program

12 or more credit hours (per semester) . . . . .	\$13,702
Fewer than 12 credit hours (per credit hour) . . . . .	1048

### Law Students

Full-time (12-17 credit hours) . . . . .	\$17,200
(Above 17 hours, \$1,274 per additional credit hour)	
Part-time (per credit hour) . . . . .	1,274

### Nondegree Students

Course level 100-400 (per credit hour) . . . . .	\$973
Course level 500 and above (per credit hour) . . . . .	1048

### Off-Campus Programs

(per credit hour) . . . . .	882
-----------------------------	-----

*Note:* Auditors pay the same charges as students enrolled for credit and are subject to all applicable special fees.

### Non-AU Study Abroad Fee

For all American University students participating in non-AU study abroad programs via a Permit to Study Abroad.

Fall or spring (per semester) . . . . .	\$2,000
Summer . . . . .	1,000

## Housing

### On Campus

Residence charges are for each semester.	
Residence Hall Association Fee.	\$14.00
<b>Main campus and Tenley campus: Anderson, Hughes, Leonard, Letts, and McDowell Halls; Congressional, Capital, and Federal Halls</b>	
Single Occupancy . . . . .	\$4,609
Single Occupancy with bath (Tenley) . . . . .	5,384
Double Occupancy . . . . .	3,675
Triple Occupancy . . . . .	2,685
<b>Centennial Hall</b>	
Single Occupancy . . . . .	5,384
Double Occupancy. . . . .	3,675

### Off-Campus

#### Park Bethesda

All prices are per student per space.	
Studio, 1 Occupant (per month) . . . . .	\$1,600
1 Bedroom, 1 Occupant (per month) . . . . .	1,655
1 Bedroom, 2 Occupants (per month) . . . . .	1,045
2 Bedroom, 2 Occupants (per month) . . . . .	1,540
2 Bedroom, 3 Occupants, Single Room (per month) . . . . .	1,310
2 Bedroom, 3 Occupants, Double Room (per month) . . . . .	1,035
2 Bedroom, 4 Occupants (per month) . . . . .	1,010
Loft, 4 Occupants (per month) . . . . .	1,160

For more information contact Housing and Dining Programs at 202-885-3370 or go to: [www.american.edu/ocl/housing](http://www.american.edu/ocl/housing)

## Meal Plan

Meal plan charges are by contract per semester.

Super Plan: Unlimited access to TDR.	\$2,125
200 Block: 200 TDR meals, \$300 in EagleBuck\$	2,110
150 Block: 150 TDR meals, \$300 in EagleBuck\$	1,945
100 Block: 100 TDR meals, \$300 in EagleBuck\$	1,450
75 Block: 75 TDR meals, \$300 in EagleBuck\$ . . . . .	1,225

On campus freshmen, sophomores, and transfer students are required to participate in a meal plan their first two years. Students are required to be in at least the "150 Block Plan." Those freshmen, sophomores, and transfer students that do not sign up for one of the three available meal plans (150 Block, 200 Block, or Super Plan) by August 15 will automatically be enrolled in the 150 Block meal plan.

Students residing off campus, including Washington Semester students, may select from any of the five meal plans. Washington Semester students will automatically be assigned to the 150 Block meal plan and will then have the option to move to any other meal plan.

Students have the first 15 days of each semester to make changes to their meal plan. Meal plan changes will not be made after that time. All meal plan changes have to be made at Housing and Dining Programs, Anderson Hall.

For more information contact Housing and Dining Programs at 202-885-3370 or go to: [www.american.edu/ocl/housing](http://www.american.edu/ocl/housing)

## Fees

**Note:** The following fees are not included in tuition rates and are nonrefundable.

Additional course and laboratory fees are also nonrefundable and are listed in the Schedule of Classes at:  
<http://american.edu/american/registrar/schedule.html>

### Registration

**Late Registration** (effective the first day of the term)  
 (per semester) . . . . . \$50

**Sports Center Fee (mandatory for all students)**

Full-time (per semester) . . . . . 65

Part-time (per semester) . . . . . 30

**Technology Fee (mandatory for all students)**

Full-time (per semester) . . . . . 95

Part-time (per semester) . . . . . 30

### Faculty/Staff Registration

For employees of the university or their spouses or domestic partners registering under the tuition remission benefit. (per semester) . . . . . 50

### Alumni Audit Program Registration

(per semester) . . . . . 100

### Student Accounts

#### American Installment Plan (AIP)

Program Fee (per year) . . . . . \$60

Late fee for Installment Plan payments (per month) . . . . . 40

All other late student account payments:

Based on account balance, see **Late Payment and Financial Restrictions**

Registration reinstatement . . . . . 100

Returned check . . . . . 25  
 (for all personal check and e-check occurrences not honored by the bank)

### Health Insurance

(per year) . . . . . \$1,250

For spring/summer (1/1/07-8/20/07) . . . . . 845

For summer only (5/15/07-8/20/07) . . . . . 385

### Parking (per year)

Student Commuter . . . . . \$856

Part-time Student Commuter . . . . . 328  
 (undergraduate and law students, fewer than 12 credit hours; graduate students, fewer than 9 credit hours; proof of part-time enrollment must be provided)

Resident Student . . . . . 856

Student Motorcycle . . . . . 328

Faculty/Staff . . . . . 1,164

Part-time Staff . . . . . 584

Staff Motorcycle . . . . . 370

Daily . . . . . 12.00

Meters (per hour) . . . . . 2.00

**Graduate Students**

Graduate Student Association (mandatory for all full-time and part-time graduate students each semester)

Full-time and part-time students (per semester) . . . . \$30

Maintaining Matriculation (each semester) . . . . 1048

SIS Program Fee (for SIS master's students admitted for fall 2004 and after)

Full-time (9 or more credit hours)  
(per semester) . . . . . \$750

Part-time (6-8 credits hours)  
(per semester) . . . . . \$500

Master's and Doctoral Comprehensive Examination

Application . . . . . 25  
Additional fee if in absentia . . . . . 100

Microfilming of Master's Thesis or Case Study . . . . 25

Microfilming of Doctoral Dissertation . . . . . 35

Student ID Card Replacement . . . . . 15

Diploma Replacement . . . . . 25

Transcripts . . . . . no charge

Application fees vary by school, refer to individual school (CAS, KSB, SOC, SIS, SPA, WCL) web site for fee amount and application information.

**Undergraduate Students**

Student Confederation (mandatory for all undergraduate degree students each semester)

Full-time students (per semester) . . . . . \$73.50

Part-time students (per semester) . . . . . 15

Student ID Card Replacement . . . . . 15

Diploma Replacement Fee . . . . . 25

Transcripts . . . . . no charge

AEL (Assessment of Experiential Learning) Program

Portfolio Assessment . . . . . 250

Posting Portfolio Credit on Academic Record

(per credit hour/ maximum of 30 credits) . . . . . 20

Undergraduate Paper Application (no fee online)

Readmission . . . . . 45

**Law Students**

General Fee (per semester)

Full-time . . . . . 192

Part-time . . . . . 140

Summer . . . . . 30

Law School JD Application/Readmission . . . . . 65

Law School LLM Application . . . . . 55

**Payment of Charges**

Students and student-authorized parents may make e-check payments through the web portal at [my.american.edu](http://my.american.edu). For more information, call Student Accounts at 202-885-3588.

Personal check payments may be mailed to:

American University  
Student Accounts  
P.O. Box 17539  
Baltimore, MD 21297-1539

Other correspondence should be sent to:

American University  
Student Accounts  
Asbury 300  
4400 Massachusetts Ave NW  
Washington, DC 20016-8073

Payments may also be made in person at Student Accounts, Asbury 300, Monday through Friday, 9:30 am to 5:00 pm.

**Advance Registration/Direct Registration**

Students registering during advance registration with billing for the semester must pay the balance due on or before the due date as indicated on the bill.

Students registering after the advance registration period (direct registration) must pay the balance due, less expected financial aid, on the day they register.

**The American Guaranteed Tuition Single Payment Plan**

Available to incoming freshmen, this plan allows students to stabilize tuition expenses by prepaying four years' tuition at the entering academic year rate. For more information call Minh Phung at 202-885-3559.

**American Installment Plan**

The American Installment Plan (AIP) is available to all full-time students. This plan covers the academic year and requires ten monthly payments from June 1 through March 1, or twelve monthly payments from May 1 through April 1. For more information, call Student Accounts at 202-885-3541.

**Late Payment and Financial Restrictions**

A finance charge may be assessed against a student's account for failure to meet the initial payment due date. The university will use a rate of 1 percent per month to compute the finance charge. The university figures the finance charge on the student's account by applying the 1 percent per month to the adjusted balance of the student's account.

In addition, failure to make payment when due will result in a financial "restriction" being placed on the student's account. The financial restriction will result in a "hold" being placed on the student's academic records, including transcript and diploma, and may also result in denial of advance registration and use of the payment plan or other credit privileges.

If a student's courses are dropped due to nonpayment, a financial restriction will be placed on his or her account. Restrictions

may be removed following the reinstatement of all courses originally dropped. To reinstate courses, the student must make arrangements with the Collections Office and pay the account in full (including a \$100 reinstatement fee and all associated finance charges). The university reserves the right to delay clearance until a personal check or e-check clears a financial institution.

A student who has once had a financial restriction placed against his or her account may be denied future advance registration and payment plan privileges even though the student has been reinstated upon payment of the reinstatement fee. Repeated failure to make payments when due may result in severance of the student's relationship with the university.

Students who incur financial obligations in the parking and traffic office, library, health center, or athletic department may be subject to late payment fees and financial restriction procedures.

Students who fail to pay tuition or fees will be responsible for all costs of collection, including attorney's fees in the amount of 15 percent of the balance due.

#### **Employer or Agency Tuition Assistance**

A student requesting employer or agency billing arrangements must furnish Student Accounts with a valid contract or purchase order before the first day of classes.

A contract or purchase order must contain the following information: (1) student name and ID number, (2) term of attendance, (3) specific costs (and dollar amounts) to be paid

by the sponsor (tuition, books, supplies, fees), (4) sponsor's billing address, and (5) contract or purchase order number or accounting appropriation, if applicable. Documentation submitted in lieu of a valid purchase order will not relieve a student of financial responsibility.

In case of partial assistance, the student is required to pay the balance of his or her tuition costs at the time of registration in order to be considered registered. A student portion which qualifies for one of the university payment plans is to be paid according to that plan. Failure to comply will result in the assessment of a 1 percent per month finance charge. (See **Late Payment and Financial Restrictions**, above.)

A student entitled to Campus Store credit may obtain a book charge form from Student Accounts. Purchases are permitted through the end of the Add/Drop period.

Failure to submit vouchers in a timely manner may result in the assessment of late fees. A student is responsible for payment of any billed amounts which have been disallowed by his or her sponsor.

#### **Employee Tuition Benefits**

Only full-time permanent faculty or staff employees of American University are eligible for tuition benefits. There is a nonrefundable \$50 registration fee for each semester, in addition to any special course fees, and mandatory sport, technology, and activity fees. Late registration fees are not applicable to faculty and staff using employee tuition benefits.

The Tuition Remission Application is available online at [my.american.edu](http://my.american.edu). For more information, contact Human Resources at 202-885-2591.

## **Refunds and Cancellation of Charges**

### **Course Drops**

Students who reduce their course load (except for full-time undergraduates maintaining 12 credit hours or more) by dropping courses during the refund period of the semester will have the course tuition cancellation calculated as of the date of the course drop. The student's account must show a credit balance before a refund will be processed.

MBA modules and other courses on nonstandard schedules have different refund policies, percentages, and dates. In addition, tuition and fee refund policies and deadlines for study abroad and other special programs may differ by program and location. Students should check with the appropriate office for specific guidelines.

Discontinuing attendance in class or notifying an instructor does not constitute an official course drop.

### **Withdrawal**

Students who completely withdraw from the university must submit the appropriate forms to the Office of the Registrar and Housing and Dining Programs. The amount of tuition to be canceled will be calculated as of the date which the withdrawal forms are received in the Office of the Registrar and in accordance with the tuition cancellation schedule, below. If the withdrawal results in a refund, the request for refund should be made in Student Accounts. The student's account must show a credit balance before a refund will be processed.

Discontinuing attendance in classes or notifying instructors does not constitute an official withdrawal. Students who do not officially withdraw during the cancellation period by submitting the appropriate forms to the Office of the Registrar will be responsible for payment of the full amount of the applicable tuition and fees.

### **Tuition Cancellation Schedule**

The cancellation percentage is based on the date of the course drop or withdrawal:

Drop/Withdrawal through the second calendar week of classes . . . . .	100%
Drop/Withdrawal through the third calendar week of classes . . . . .	50%
Drop/Withdrawal through the fourth calendar week of classes . . . . .	25%
Withdrawal after the fourth calendar week of classes . . . . .	NONE

*Note:* the calendar week for cancellation of tuition ends on Friday (adjustments are made for legal holidays that fall within the first four weeks of the semester). Students should check the Academic Calendar for specific dates for each semester.

## Housing

Requests for cancellation of room charges must be initiated by the student in writing to Housing and Dining Programs, Anderson Hall, by the withdrawal deadlines. The student must then request any applicable refund through Student Accounts.

The cancellation percentage is based on the date of withdrawal:

Withdrawal through the first calendar week of the semester . . . . .	75%
Withdrawal in the second calendar week of the semester . . . . .	50%
Withdrawal in the third calendar week of the semester . . . . .	25%
Withdrawal after the third calendar week of the semester . . . . .	NONE

*Note:* academic dismissal will result in a prorated charge for the weeks the student resided in university housing.

## Meal Plan

Students will only be permitted to decrease or drop their meal plan during the first 15 days of the semester. Meal plan adjustments are made on a daily prorated basis, not by the number of meals used. Requests for meal plan cancellations must be initiated in person at one of the Housing and Dining Programs locations, Rockwood Building or Anderson Hall. Students then request any applicable refund through Student Accounts. Meal plan increases or sign-ups may be done at any time during the semester.

## Medical Withdrawal Policy

No special waiver or refund of tuition and fees is made when a student discontinues attending classes due to medical reasons. However, when a student is hospitalized on an emergency basis and is therefore unable to formally withdraw from classes, the Registrar is authorized to process a retroactive withdrawal based on the last date that the student attended class. The student must present evidence of his or her hospitalization and the date of last attendance in class as verified by the instructor. Provided that the retroactive withdrawal date falls within the tuition cancellation period, the student's account will be adjusted accordingly.

## Tuition Refund Insurance

The Tuition Refund Plan can minimize financial loss incurred in a medical withdrawal from the university. This elective insurance plan provides coverage for tuition and housing charges. The plan extends and enhances the university's published refund policy. To participate, applications and fees must be returned before the first day of fall semester classes. For specific benefits and limitations, premium, and other information, contact the student health insurance coordinator at 202-885-3298.

# Undergraduate Financial Aid

For more information contact Financial Aid at 202-885-6100 or e-mail: [financialaid@american.edu](mailto:financialaid@american.edu) or go to: <http://admissions.american.edu>  
 "Financing Your Undergraduate Education"

## Application for Financial Aid

American University has an extensive program of scholarships, loans, and grants. The federal programs in which American University participates include: Federal Perkins Loans, Federal Direct Stafford Loans, Parent Loans for Undergraduate Students (PLUS), Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), and Federal Work-Study (FWS). To receive consideration for financial aid, a student must be a United States citizen or eligible non-citizen in a degree program.

All new or readmitted undergraduate students must follow these steps to receive priority consideration for financial aid:

- Submit admissions applications and all necessary supporting documents to the Admissions Office by the appropriate deadlines.
- New Early Decision freshman applicants must submit the American University Institutional Financial Aid Application (IFAA) by November 15  
 New Regular Decision freshman applicants must submit the IFAA by February 15  
 New transfer applicants must submit the IFAA by March 1
- All undergraduate students must complete a current Free Application for Federal Student Aid (FAFSA). The FAFSA must be received by the federal processor no later than February 15 for all freshman applicants and no later than March 1 for all transfer applicants."
- Complete and submit any other documents as requested by Financial Aid.

New students should not wait to be admitted before filing the FAFSA and AU Supplement. A financial aid application has no bearing on a student's admission application. However, a student will not receive final consideration for aid until he or she is admitted to a degree program.

### Notification Dates:

Early Decision Freshmen	January 1
Regular Decision Freshmen	April 1
Transfer	Beginning May 1
Continuing Undergraduates	Beginning March 1

## Satisfactory Academic Progress

Recipients of federal (Title IV) or institutional funds must maintain satisfactory academic progress toward their degree objective to remain eligible for financial assistance.

### Minimum Standards

- Full-time undergraduate financial aid recipients must maintain at least a 2.00 cumulative grade point average and complete 24 credit hours per academic year.
- Part-time undergraduate financial aid recipients must maintain at least a 2.00 cumulative grade point average and complete four-fifths (80 percent) of all attempted credit hours.
- All students must complete their academic program within 150 percent of the normal time limit of that academic program as defined in the *Academic Regulations*.
- Merit-based scholarship recipients may have different standards than those listed above. Please refer to the original award notification regarding merit award eligibility criteria.

### Special Considerations

The following alternative grading options do not count toward the grade point average but do have an impact on students' satisfactory academic progress:

- Withdrawals (W), Administrative Withdrawals (ZL), Audits (L), and Falls on Pass/Fail option (ZF) count as credits attempted but not earned, and have no impact on the grade point average.
- Incompletes (I), Unreported Grades (N), and Administrative Failures (ZX) count as credits attempted but not earned, and are factored as a grade of F.
- Pass (P) counts as credits attempted and earned, but has no impact on the grade point average.
- In Progress (IP) courses are excluded from the calculation in the initial academic progress evaluation. Students have one calendar year from the beginning of the course to successfully complete the course. If not completed in that time frame, the course counts as credits attempted but not earned, and is factored as a grade of F.

### Frequency of Monitoring

Each student's academic progress is measured once yearly in June, after spring grades are posted. Financial Aid will notify in writing students who are not making satisfactory progress.

### Academic Appeals

All questions regarding the factual substance of academic records and all requests for changes to those records must be made to the academic departments. The *Academic Regulations* describe the petition process. Financial Aid has no authority to alter the academic record of a student.

## **Re-Establishing Financial Aid Eligibility**

For a student who has failed to maintain satisfactory academic progress, eligibility for financial aid funds may be re-established in a number of ways. Among these are: the petitioning process described in the *Academic Regulations*; the changing of a grade; summer session attendance; and the completion of incomplete or in progress courses. Please note that funds are not set aside for students in these circumstances. Even if the appeal is granted, funds may not be available at that time.

## **Financial Aid Appeals**

On occasion, a student may fail to maintain satisfactory progress due to very serious circumstances that caused a major disruption to that student's ability to successfully complete his or her course work. **Students with mitigating circumstances must request reconsideration in writing to Financial Aid prior to July 1.** The request should include a comprehensive description of the circumstances and documentation from at least two qualified persons who can verify the information. The Appeals Committee will review the appeal, make a recommendation and send a letter of response to the student.

## **Refund and Repayment Policy**

For American University's refund policies regarding tuition, housing and meal plan charges, see **Refunds and Cancellation of Charges**.

The American University refund policy does not apply to first-time American University students. A "first-time student" is defined in Federal regulations as any student who has not attended at least one class at American University, or who received a full refund for previous attendance at American University.

## **Federal (Title IV) Financial Aid Recipients Return of Title IV Funds Policy**

As federally-mandated, Federal (Title IV) aid recipients who withdraw from classes are subject to the following refund policy:

### **Complete withdrawal from all classes:**

University charges are prorated per the university tuition cancellation schedule, based on the date of the course drop.

Students who withdraw from all of their classes before completing the first 60 percent of the semester will have a portion of their financial aid prorated, based on their length of attendance during the semester. Based on this proration, all or a portion of the student's financial aid will be returned to the appropriate Title IV financial aid program.

### **Partial withdrawal from classes:**

Students who withdraw from some but not all of their classes, at any point during the semester, will have their financial aid recalculated based on the final number of credit hours enrolled.

Students withdrawing before the end of the semester may also need to repay funds received for non-institutional costs

(off-campus room, board, books, and personal expenses) under a Title IV program. In this case, the university determines whether or not the student received an overpayment. If the monies disbursed for non-institutional costs are more than the amount determined to be the actual non-institutional costs for the period of enrollment, the student received an overpayment and may be responsible for returning funds to American University.

Questions about how the refund and repayment regulations may affect a student's financial aid should be referred to the student's Financial Aid counselor **prior to withdrawing** from the university.

## **Scholarships**

### **Undergraduate University Scholarships**

The Admissions Committee makes all merit-based scholarship decisions and notifies students at the time they are admitted. Merit awards range from \$3,000 to full tuition per year. Scholarships awarded to selected applicants include:

- Presidential Scholarship
- Dean's Scholarship
- Leadership Scholarship
- National Achievement, National Merit, and National Hispanic Scholarships  
Awarded to freshman applicants who were named National Achievement and National Merit finalists and National Hispanic semi-finalists who have designated American University as their first-choice college with the National Merit Scholarship Corporation by February 1 of their senior year.
- Athletic Scholarship  
Interested students should contact the coach of the sport in which they excel.
- United Methodist Scholarship  
For the children of active, ordained Methodist ministers.

### **Private/Restricted Scholarships**

The university has a limited number of scholarships that are funded annually through endowment by donors. Applicants are reviewed by Financial Aid for eligibility for these scholarships and no separate application is required.

## **Grants**

Grants are need-based awards that do not have to be repaid and may originate from American University, the federal government, or state governments.

### **American University Programs**

AU grants are offered to eligible admitted students who demonstrate financial need, and may be offered in addition to an AU scholarship.

## Federal Programs

**Federal Pell Grant Program:** This grant is offered to students demonstrating exceptional financial need. Awards range from approximately \$400 to \$4,000 per year.

**Federal Supplemental Educational Opportunity Grants (FSEOG):** This grant is offered to students demonstrating exceptional financial need. Awards depend on need and the availability of funds.

## State Programs

Many states administer grant programs which residents may apply for and receive while attending American University. Students should check with guidance counselors and state grant agencies regarding up-to-date application procedures and eligibility factors.

## Loans

### AU Educational Loan

The AU Educational Loan (AUEL) is available to students who have financial need and is funded through American University. Repayment begins six months after graduation.

### Federal Loan Programs

**Federal Direct Stafford Loan:** This loan is guaranteed by the federal government. There are two types of Stafford Loans. Subsidized Federal Loans are for eligible students who have demonstrated financial need; students who do not have demonstrated need are eligible for an Unsubsidized Federal Loan. Repayment for both begins six months after graduation or when the student drops below 6 credit hours in any semester. No interest is charged on Subsidized Federal Loans while the student is in college; interest does accrue on Unsubsidized Federal Loans.

Undergraduate students may borrow up to \$2,625 for the first year of study; \$3,500 for the second year, and \$5,500 per academic year after completing two years of undergraduate study.

**Federal Perkins Loan:** This loan is funded through American University and the federal government. Federal regulations require that this loan be given to students with exceptional need. Awards vary depending on need and availability and repayment begins nine months after graduation.

**Parent Loan for Undergraduate Students (PLUS):** This federal loan program is funded through private lenders and is available to the parents of dependent undergraduate students to assist them in meeting educational expenses. Repayment begins within 60 days of the loan's second disbursement.

## Federal Work-Study Program (FWS)

This program for students with financial need provides the opportunity to work part-time and use earnings toward educational expenses.

## Tuition Exchange

American University participates in the Tuition Exchange Program for faculty and staff members. Students whose parents are employed by one of the participating institutions may be eligible for a Tuition Exchange Scholarship.

## Tuition Remission

Full-time faculty and staff members and their spouses or domestic partners are eligible for tuition benefits. There is a \$50 registration fee (nonrefundable) per semester.

# Graduate Financial Aid

For more information, contact Financial Aid at 202-885-6100 or e-mail: [financialaid@american.edu](mailto:financialaid@american.edu) or go to: <http://admissions.american.edu>

"Financing Your Graduate Education"

## Application for Financial Aid

American University has an extensive program of scholarships, loans, and grants. Graduate honor awards, fellowships, assistantships, and study grants are available.

All new or readmitted graduate students must follow these steps to receive priority consideration for financial aid:

- Submit admissions applications and all necessary supporting documents to the appropriate school or department by the established deadlines.
- Complete a Free Application for Federal Student Aid (FAFSA) for federal aid and apply for admission by February 1 to be considered for fellowships and assistantships. The FAFSA should be received by the federal processing center by March 1 in order to meet the

financial aid priority deadline. The AU code number for the FAFSA is 001434.

- Complete and submit any other documents as requested by Financial Aid.

*Note:* The application deadline for fellowship and assistantship consideration is February 1. The March 1 deadline for the FAFSA is for federal aid only.

New students should not wait to be admitted before filing the FAFSA. A financial aid application has no bearing on a student's admission application. However, a student will not receive final consideration for aid until he or she is admitted to a degree program.

## Satisfactory Academic Progress

Recipients of federal (Title IV) or institutional funds must maintain satisfactory academic progress toward their degree objective to remain eligible for financial assistance.

## Minimum Standards

- Full-time graduate financial aid recipients must maintain at least a 3.0 cumulative grade point average and complete 18 credits hours per academic year.
- Part-time graduate financial aid recipients must maintain at least a 3.0 cumulative grade point average and complete four-fifths (80 percent) of all attempted credit hours.
- All students must complete their academic program within 150 percent of the normal time limit of that academic program as defined in the *Academic Regulations*.
- Merit-based scholarship recipients may have different standards than those listed above. Please refer to the original award notification regarding merit award eligibility criteria.

## Special Considerations

The following alternative grading options do not count toward the grade point average but do have an impact on students' satisfactory academic progress:

- Withdrawals (W), Administrative Withdrawals (ZL), Audits (L), and Fails on Pass/Fail option (ZF) count as credits attempted but not earned, and have no impact on the grade point average.
- Incompletes (I), Unreported Grades (N), and Administrative Failures (ZX) count as credits attempted but not earned, and are factored as a grade of F.
- Pass (P) counts as credits attempted and earned, but has no impact on the grade point average.
- In Progress (IP) courses are excluded from the calculation in the initial academic progress evaluation. Students have one calendar year from the beginning of the course to successfully complete the course. If not completed in that time frame, the course counts as credits attempted but not earned, and is factored as a grade of F.

## Frequency of Monitoring

Each student's academic progress is measured once yearly in June, after spring grades are posted. Financial Aid will notify in writing students who are not making satisfactory progress.

## Academic Appeals

All questions regarding the factual substance of academic records and all requests for changes to those records must be made to the academic departments. The *Academic Regulations* describe the petition process. Financial Aid has no authority to alter the academic record of a student.

## Re-Establishing Financial Aid Eligibility

For a student who has failed to maintain satisfactory academic progress, eligibility for financial aid funds may be re-established in a number of ways. Among these are: the petitioning process described in the *Academic Regulations*; the changing of a grade; summer session attendance; and the completion of incomplete or in progress courses. Please note that funds are not set aside for students in these circumstances, even if the appeal is granted, funds may not be available at that time.

## Financial Aid Appeals

On occasion, a student may fail to maintain satisfactory progress due to very serious circumstances that caused a major disruption to that student's ability to successfully complete his or her course work. Students with mitigating circumstances must request reconsideration in writing to Financial Aid prior to July 1. The request should include a comprehensive description of the circumstances and documentation from at least two qualified persons who can verify the information. The Appeals Committee will review the appeal, make a recommendation and send a letter of response to the student.

## Refund and Repayment Policy

For American University's refund policies regarding tuition, housing and meal plan charges, see **Refunds and Cancellation of Charges**.

The American University refund policy does not apply to first-time American University students. A "first-time student" is defined in Federal regulations as any student who has not attended at least one class at American University, or who received a full refund for previous attendance at American University.

## Federal (Title IV) Financial Aid Recipients Return of Title IV Funds Policy

As federally-mandated, Federal (Title IV) aid recipients who withdraw from classes are subject to the following refund policy:

### Complete withdrawal from all classes:

University charges are prorated per the university tuition cancellation schedule, based on the date of the course drop.

Students who withdraw from all of their classes before completing the first 60 percent of the semester will have a portion of their financial aid prorated, based on their length of attendance during the semester. Based on this proration, all or a portion of the student's financial aid will be returned to the appropriate Title IV financial aid program.

### Partial withdrawal from classes:

Students who withdraw from some but not all of their classes, at any point during the semester, will have their financial aid recalculated based on the final number of credit hours enrolled.

Students withdrawing before the end of the semester may also need to repay funds received for non-institutional costs (off-campus room, board, books, and personal expenses) under a Title IV program. In this case, the university determines whether or not the student received an overpayment. If the monies disbursed for non-institutional costs are more than the amount determined to be the actual non-institutional costs for the period of enrollment, the student received an overpayment and may be responsible for returning funds to American University.

Questions about how the refund and repayment regulations may affect a student's financial aid should be referred to the student's Financial Aid counselor prior to withdrawing from the university.

## Federal Loans

Graduate students who qualify for federal Stafford loans may borrow up to \$18,500 every two semesters. All federal loan programs require the FAFSA be filed before eligibility can be determined. To be eligible for federal need and non-need based loans, graduate students must be:

- a U.S. citizen or permanent resident
- enrolled in a degree-granting academic program
- registered for at least 6 credit hours per semester

Federal loans must be re-paid. Repayment will begin six months after graduation or after dropping below half-time status. Federal interest rates are variable but will never exceed 8.25% on a federal loan. Please contact Financial Aid for current interest rates.

Those students who need more than \$18,500 over two semesters may take out a private loan to help cover any remaining educational expenses. The amount that may be borrowed in an outside loan varies.

## American University Programs

### Graduate Merit-Based Awards

American University is committed to quality graduate education that is responsive to the needs of students, disciplines, the university, and the larger community. Our goals are to provide a high quality educational experience for our students and to offer graduate support that assists students in completing their programs of study. To this end the university has set priorities for the allocation and awarding of graduate assistantships and fellowships as shown below.

Recipients of all awards (except Dissertation Fellowships) must be full-time degree students. Specifically, this requires that a recipient be registered for a minimum of 9 credit hours during each semester of the academic year. Award recipients must maintain full-time status in order to continue to receive their award during the academic year. Awards are intended to assist graduate students to pursue full-time education.

The university has established the following awards to assist graduate students:

**Graduate Fellowships** are merit-based awards that the university offers in order to attract the most outstanding students in the discipline. These awards are given to new graduate degree students and normally provide the recipient up to 24 hours of tuition remission in degree-related courses in a given academic year and may also provide a stipend. The tuition remission should be used during the academic year but may with the permission of the teaching unit head be used during the summer session.

**Special Opportunity Awards** for minority students—American Indians, African Americans, Asian/Pacific Islander Americans, Alaskan Native Americans, or Hispanic Americans—provide tuition remission from 6 to 24 hours of degree-related courses in a given academic year. The tuition remission should be used during the academic year but may with the permission of the teaching unit head be used during the summer session.

**Hall of Nations Awards** are made by the deans of CAS, KSB, SOC, SIS, or SPA, as appropriate, with the approval of the Dean of Academic Affairs. These awards, which are for tuition remission only, are given to international students who do not have permanent residence status or U.S. citizenship.

**Dissertation Fellowships** are awards that provide recipients with a stipend and up to 18 hours of tuition remission in one academic year for dissertation seminar credits only. These awards are limited to students who have completed all doctoral course work and comprehensive examinations and who have an approved dissertation proposal at the time of application. Dissertation fellows are selected by the deans of CAS, SIS, or SPA, as appropriate, with the approval of the Dean of Academic Affairs.

### Designated Awards

A description of other designated awards, such as United Methodist Awards and Massey Awards and their eligibility requirements is distributed annually by the Dean of Academic Affairs.

# Veterans' Benefits

American University's degree programs are approved for enrollment of veterans (and eligible dependents of deceased or disabled veterans) for educational benefits under the various federal laws relating to veterans. While every effort has been made to provide accurate and complete information, changes in federal regulations and university policy may occur at any time without notice. The following should be considered informational and not binding on the university.

## New Students

Veterans entering American University must file a Veterans Application for VA Educational Benefits (22-1990) with a certified copy of DD-214 through the Office of the Registrar. Service men and women wishing to receive Veterans Administration (VA) benefits for the first time must present the Serviceman's Application for VA Educational Benefits (22-1990), signed by the Education Officer and the Commanding Officer. Enrollment Certification (22-1999) is sent to the VA by the Office of the Registrar to initiate benefits for the enrollment period.

Transfer students who have received VA educational benefits at another institution and wish to receive VA benefits for the first time at American University should file a Request for Change of Program or Place of Training (22-1995) through the Office of the Registrar. This form will be sent to the VA with the Enrollment Certification (22-1999) completed by the university.

## Continuing Students

Continuing students must file the American University VA claimcard for educational benefits each semester with the Office of the Registrar. All changes in registration (adds, drops, and withdrawals) must be reported to the Office of the Registrar.

## Payment and Financial Responsibility

With the exception of disabled veterans who are training under Vocational Rehabilitation, all beneficiaries of VA educational benefits are personally responsible for the payment of their bills to the university. VA checks for educational benefits are sent directly to the address designated on the American University VA claim card. Students who wish to receive advance payment must file an advance payment request form. Students who are granted advance payment pick up only the first check from the Office of the Registrar. Thereafter, checks are sent directly to the address on file with the VA.

VA benefits are awarded on the basis of the expected completion of a certain number of credits each semester as stated on the Certification form. The VA interprets "completion of credits" differently from the university. Completion of credits is defined by the VA as grades of A, B, C, D, F, P, or ZF. However, veterans who drop below the anticipated number of credits by receiving a W (withdrawals), L (audit), or N (no grade reported) will be in overpayment status according to the VA. Benefits will be reduced for future periods of enrollment or, should no further enrollment occur, students will have to refund money directly to the VA.

The VA directs the university to notify them of a change in status for students during or immediately after the end of the month in which the change occurs. Under mitigating circumstances, exceptions to the above policies may be made through the Veterans Administration Regional Office.

Forms and information are available from the Office of the Registrar, Asbury Building, second floor, 202-885-2235.



The Cyrus and Myrtle Katzen Arts Center

# Campus Life

- Student Learning and Development Services
- Campus Life Centers
- Intercultural Programs and Services

---

The Office of the Vice President of Campus Life is located in Butler Pavilion 400. For more information, call 202-885-3310, e-mail [campus.life@american.edu](mailto:campus.life@american.edu) or go to: [www.american.edu/ocl](http://www.american.edu/ocl).

Recognizing students' unique needs and the diversity of American University's student body, the Office of Campus Life promotes students' integration into an inclusive university community and supports and complements students' preparation for lifelong learning and global citizenship.

The Office of Campus Life is guided in this mission by assessment of students' characteristics, dedication to service and advocacy for students, and accountability for our actions. The Vice President of Campus Life is the chief student affairs officer of the university and reports to the president.

The Office of the Dean of Students is committed to cultivating an environment that enriches and supports student develop-

ment. The dean of students staff provides advocacy, information, referrals, and other assistance to students, and works closely with academic and administrative units to promote student success.

## Student Conduct Code

Each student is expected to adhere to established standards of behavior for members within the university community. Students must abide by all federal and local laws as well as all policies and regulations of American University. The Student Conduct Code describes the rights and responsibilities for student conduct. By registering for classes or enrolling at American University, all students acknowledge their awareness of and agreement to adhere to the Student Conduct Code. The code is published annually in the *Student Handbook*, available from the Office of the Dean of Students and at: [www.american.edu/handbook](http://www.american.edu/handbook).

## Student Learning and Development Services

---

The primary purpose of Student Learning and Development Services is to assist students in developing the competencies that are critical for success in the academic setting and beyond. Collaboration with faculty is at the core of its programming and serves to strengthen its benefits for students. Through the services and programs provided, students may acquire specific skills that are directly applicable to their course work.

### Academic Support Center

The Academic Support Center offers programs and services to all students to help them develop the skills and behaviors necessary for academic success in college. Services include individual instruction in time management, textbook reading, note taking, and exam preparation. Students may also take advantage of study skills seminars, referrals for peer tutors, writing assistance, and supplemental instruction in selected courses. Services for students with learning disabilities and ADHD include help with accommodations, a writing lab, a computer lab, and the Learning Services Program for freshmen. Specific services are

available for international students and student-athletes. Services are provided free of charge, except for special program fees and modest fees for peer tutors. The Academic Support Center is located in Mary Graydon Center 243.

For more information, call 202-885-3360 or go to: [www.american.edu/asc](http://www.american.edu/asc).

### Community Service Center

The Community Service Center provides a range of opportunities for diverse members of the university community to challenge their beliefs, explore new cultures, and share their unique experiences through public service. It cultivates a sense of global citizenship that demands both public service and civil action. Students and faculty utilize the resources of Washington, D.C. to forge academic learning connections between classroom and community through service-learning.

Some of the projects and programs that are available to the community are Freshman Service Experience, the Volunteer Clearinghouse, D.C. Reads, Community Service Floor, the Ea-

gle Endowment for Public and Community Service, and Community Service Learning Projects. For more information, call 202-885-SERV (7378) or go to: [www.american.edu/volunteer/](http://www.american.edu/volunteer/).

## Counseling Center

The Counseling Center is located in Mary Graydon Center 214. Services and programs are available to help students develop the skills and insights they need to understand their own feelings and behaviors, solve personal and interpersonal problems, and thrive in the university environment.

The center offers individual and group counseling, crisis intervention, self-help materials, consultations, and referrals to off-campus resources for services not available on campus. Counselors also conduct classes and workshops on topics related to students' well-being (e.g., stress and anxiety, depression, anger management, eating and body image concerns, relationship issues, alcohol and drug use, et cetera).

The center's staff includes psychologists, social workers, a consulting psychiatrist, and graduate-level clinical trainees. Services are confidential in accordance with professional and legal standards, and are free of charge. For more information, call 202-885-3500 or go to: [www.american.edu/counseling/](http://www.american.edu/counseling/).

## Disability Support Services

The staff of Disability Support Services works to facilitate the full participation of students with physical and psychological disabilities in campus programs and activities. Services and accommodations are provided to ensure equal access and to promote the inclusion and involvement of students with disabilities in the American University community. This office also provides consultation and in-service training for faculty, staff, and students, with the overall goal of ensuring a campus environment that is welcoming to individuals with disabilities. The office is located in Mary Graydon Center 206. For more information, call 202-885-3315 (V/TDD).

## Judicial Affairs and Mediation Services

Judicial Affairs and Mediation Services provides an organized judicial system founded on principles of equity, fairness, and due process for the resolution of grievances in the American University community. In addition, this office promotes the learning and use of alternative dispute resolution methods.

Judicial Affairs addresses alleged violations of the Student Conduct Code, Regulations for Student Conduct in the Residence Halls, and other university policies. The Conduct Council is a community review board composed of students, faculty, and staff members that provides an excellent experiential learning opportunity. All students, regardless of their majors, are encouraged to take active roles in the judicial system on campus.

American University's Mediation Services (AUMS) provides resources for the resolution of interpersonal and inter-group conflicts to all members of the AU community. AUMS helps parties learn about sources of and responses to conflict and their roles in this dynamic process. Services include

conflict consultation, assessment and evaluation, mediation, facilitation, and post-conflict reconciliation. Services are confidential and free of charge to all students, faculty, and staff. AUMS also provides alternative dispute resolution (ADR) and conflict management skill-building workshops. Students, faculty, and staff are welcome to participate in basic mediation skills training offered each semester.

Judicial Affairs and Mediation Services is located in Butler Pavilion 408. For more information, call 202-885-3328, e-mail [JAMS@american.edu](mailto:JAMS@american.edu) or [AUMS@american.edu](mailto:AUMS@american.edu) or go to: [www.american.edu/ocl/jams](http://www.american.edu/ocl/jams).

## New Student Programs

New Student Programs designs and coordinates orientation programs for first year and transfer students. Through summer, fall, and spring orientation programs, the staff assists new students in their transition to American University. The office also coordinates Family Weekend in October and other programs to enhance the quality of life for all American University students. For more information, call 202-885-3303, e-mail [orientation@american.edu](mailto:orientation@american.edu) or go to: [www.american.edu/ocl/orientation](http://www.american.edu/ocl/orientation).

## Student Health Center

The Student Health Center (SHC) provides primary medical care, minor emergency care, gynecological care, immunizations, allergy injections, and health education services to students. Routine office visits are without cost, but additional charges may be assessed for the allergy clinic, TB testing, immunizations, and other special services.

The clinical staff consists of registered nurses and physician assistants, supported and supervised by two internal medicine physicians. These primary care practitioners initiate treatment and coordinate all aspects of care, including referrals to specialists when indicated. Patients are seen on a walk-in basis. Appointments are made for annual women's health exams. To schedule an appointment, call 202-885-3380.

### Immunizations

District of Columbia law requires all students under age 26, attending schools within the District, to provide proof of having had the following immunizations:

- Two vaccinations against Measles, Mumps and Rubella (MMR), given after one year of age and at least 30 days apart
- One Tetanus/Diphtheria booster given within the preceding 10 years
- Beginning academic year 2003, Hepatitis B and Varicella (chicken pox) vaccines are added to existing immunization requirements.

An immunization form is available through the SHC and should be completed in conjunction with a physician visit in order to consolidate records and update any missing immuniza-

tions. Incomplete immunization records, invalid dates, or forms which lack a validating stamp cannot be processed. Enrolled students may obtain immunizations at the SHC for a fee. For additional information, call 202-885-3384 or go to: [www.american.edu/ocl/healthcenter](http://www.american.edu/ocl/healthcenter).

### **Health Education Program**

The Health Education Program, supported by a Wellness Project Team of students, faculty, and staff, promotes student health and wellness activities on campus throughout the year. Outreach activities include residence hall programs, a campus-wide Health Fair, alcohol and other drug awareness programs, and general health and women's health education teams.

### **Student Health Insurance**

Health insurance is mandatory for all full-time degree, resident, and international students, unless the student is covered under another comparable health insurance plan. The fee is

assessed automatically unless waived prior to the deadline. Waiver forms must be completed on-line at [my.american.edu](http://my.american.edu). Medical insurance coverage is available at an additional cost to part-time students carrying at least 6 credit hours, spouses, domestic partners, and children of students enrolled in the student health insurance plan.

For information call the Student Health Insurance Office at 202-885-3378 or go to:

[www.american.edu/ocl/healthcenter/health\\_insurance](http://www.american.edu/ocl/healthcenter/health_insurance).

### **Tuition Refund Insurance Plan**

The Tuition Refund Plan can minimize financial loss incurred in a medical withdrawal from the university. This elective insurance plan provides coverage for tuition and housing charges. The plan extends and enhances the university's published refund policy. To participate, applications and fees must be returned before the first day of fall semester classes. For specific benefits and limitations, premium, and other information, contact the Student Health Insurance coordinator at 202-885-3298.

## **Campus Life Centers**

---

### **Housing and Dining Programs**

Housing and Dining Programs (HDP) is responsible for daily operations in American University's residence halls as well as management of the professional and student staff. Housing and Dining Programs is also responsible for the management of AU's off-campus apartment building, Park Bethesda. Complementing the goals of the Office of Campus Life, HDP seeks to create and maintain an environment that fosters intellectual, social, and emotional growth. The staff works to provide a safe and comfortable living environment that encourages respect for individual rights and social responsibility.

Housing and Dining Programs is responsible for applications for student housing, student room assignments, summer housing, and conference operations. Physical Plant is responsible for the maintenance of equipment as well as housekeeping in the residence halls. Housing and Dining Programs staff oversee minor maintenance repairs.

American University's nine residence halls have distinct characteristics and offer a variety of living arrangements. Several special interest housing options are available in the halls, including the Community Service Floor, Honors Program, and Leonard Intercultural Hall.

Visitors to AU's residence halls must check in at the front desk and be escorted while in the hall. Residents may not lend their access cards and keys to guests. There are no curfews; 24-hour visitation is the policy in each hall. Overnight guests are permitted only with the agreement of the roommate. In all cases, overnight guests are limited to a 3-day stay. Residents are responsible for their guests' behavior and may be charged in lieu of their guests for violations of the Student Conduct Code and damage to university property.

The Off-Campus Housing Resource Center at American University serves AU students and the community by providing support to those looking for housing, as well as to those who wish to list rental property. In addition to a comprehensive, up-to-date web site of rental listings, information on landlord/tenant relationships, and helpful hints and advice about the housing search process are also available.

Housing is available to undergraduate students on a first-come, first-served basis. For further information call 202-885-3370 or go to: [www.american.edu/ocl/housing](http://www.american.edu/ocl/housing).

### **Residence Hall Association**

The Residence Hall Association (RHA) is the student government and program planning organization of the residence halls. RHA works with Housing and Dining Programs to ensure that university policies and services are responsive to students' needs. The Executive Board, the highest branch of the RHA, is the link between the administration and students. The Executive Board, in conjunction with the hall and floor officers, organizes both hall and campus-wide programs. The Executive Board and hall councils are elected in the spring and serve one-year terms. Floor officers are elected at the beginning of the fall semester and serve one-year terms. Floor officers work with the Resident Assistants (RAs) to plan activities such as movie nights, study breaks, and forums.

RHA provides both social and educational programming within each hall and across campus. For more information, call 202-885-1RHA (x1742), e-mail [rha@american.edu](mailto:rha@american.edu) or go to: [www.american.edu/ocl/housing/rha](http://www.american.edu/ocl/housing/rha).

## Kay Spiritual Life Center

The Kay Spiritual Life Center is an interfaith house of worship and home to a rich array of faith communities, cultural and educational programs, student organizations, feasts, festivals, circles of prayer, and activism. In keeping with the university's commitment to inquiry and diversity, the Kay Spiritual Life Center seeks to be not only a center for religious life, but a place where people of conscience, intellect, and spiritual curiosity come with their questions, their dreams, and their struggles. The center fosters a climate of interfaith understanding and openness, in which matters of faith and value are recognized as an integral part of human growth and university life.

Regular services of worship and religious observances are held throughout the year by Baha'i, Buddhist, Catholic, Church of Jesus Christ of Latter Day Saints, Jewish, Muslim, United Methodist/Protestant, Quaker, and Unitarian Universalist communities. Meditation from a variety of traditions is also offered. In addition, the center sponsors special interfaith celebrations, as well as a variety of workshops, panel discussions, retreats, outings, and social action opportunities.

Chaplains from the diverse faith traditions assist in organizing events and are available to students, faculty, and staff for pastoral counseling and spiritual direction, residence hall programming, advisement on issues of faith and ethics, life events, baptisms, bat/bar mitzvahs, weddings, and memorial services.

The Kay Interfaith Council serves to foster dialogue and discussion among the member communities of the Kay Center, provides for collective interfaith action, and promotes awareness of and respect for interfaith issues. The Center for Community Action and Social Justice Coalition (CASJC), also located in the Kay Center, is a student-led consortium of clubs committed to expressing spirituality through active engagement in pursuit of a more just and peaceful world. This office serves as a resource for AU students seeking to work for responsible social change.

The Kay Spiritual Life Center is located at the north end of the Friedheim Quadrangle. Hours of operation during the fall and spring semesters are 9 a.m. to 9 p.m., Monday through Friday. For more information, call 202-885-3320, e-mail [kslc@american.edu](mailto:kslc@american.edu) or go to: [www.american.edu/ocl/kay/](http://www.american.edu/ocl/kay/).

## University Center

The mission of the University Center is to provide a welcoming environment for AU students, faculty, staff, alumni, and visitors, and to support programs, activities, and services that promote community, individual growth, responsible citizenship, and a global perspective. University Event Scheduling (UES) manages the scheduling for all events on campus. The student staff includes event service coordinators and event crews to facilitate events held in the center's facilities and an information desk staff at the entrance to Mary Graydon Center. The University Center administrative office is located in Mary Graydon Center 274.

## Student Activities

Student Activities is a department of the University Center in the Office of Campus Life. The Student Activities staff serves as advisors, mentors, and facilitators to the student leaders and members of more than 180 recognized clubs, coalitions, student government departments, and student media groups. The Student Activities team helps to prepare students for life-long learning and global citizenship by promoting and supporting campus activities that appeal to a diverse community. The main goals are to provide students with information on how to get involved in student activities at American University and to provide leaders with the tools they need to be successful. Student Activities is located in Mary Graydon Center 274.

### Student Activities Organizations

The four broad categories of organizations that Student Activities advises are: American University Club Council associations and clubs, student coalitions, student government, and student media.

#### American University Club Council: Associations and Clubs

Many students enhance their collegiate experiences by getting involved in student-sponsored associations and clubs. Student Activities annually recognizes approximately 100 student associations and clubs. These organizations span a wide range of interests, including social life, academics, business, fellowship, music, journalism, service, recreation, and religion, and allow students to develop their talents and enhance organizational skills. Membership in student associations and clubs is open to all registered American University students and can provide opportunities for meeting other students, networking with faculty and staff, learning outside the classroom, and developing leadership skills. For more information or to obtain a complete list of clubs and organizations contact Student Activities at 202-885-3390 or go to: [www.american.edu/ocl/activities](http://www.american.edu/ocl/activities).

The American University Club Council (AUCC) is the governing board for all clubs recognized by Student Activities. In addition to allocating student activity fees to the clubs the AUCC is responsible for mediating club disputes, encouraging collaboration among clubs, and helping clubs do business more efficiently. For more information, call 202-885-6453 or email [aucc@american.edu](mailto:aucc@american.edu).

### Student Coalitions

Coalitions are student initiated and run advocacy and programming groups that are designed to centralize the efforts of many student clubs, and organizations that have a common agenda. Coalitions can also include faculty, staff and alumni members. Student Activities currently recognizes two coalitions: The Ethnic and Cultural Coalition and the Community Action and Social Justice Coalition (CASJC). For more information or to obtain contact information for the Student Coalitions, contact Student Activities at 202-885-3390 or go to: [www.american.edu/ocl/activities](http://www.american.edu/ocl/activities).

## Student Government

There are two student government organizations advised through Student Activities: the undergraduate Student Government (SG) and the Graduate Leadership Council (GLC).

The Student Government (SG) represents student interests, advocates for student concerns, and provides service to the student body. The SG executive office is the administrative branch of the SG and is located in Mary Graydon Center 270. It can be reached at 202-885-6400 or [www.ausg.org](http://www.ausg.org).

The General Assembly (GA) is the legislative branch of the SG and is located in Mary Graydon Center 269. The GA is responsible for allocating student activity fees to SG departments, enacting legislation to further the interests of undergraduate students, approving rules and regulations governing the SG, and acting as a forum for student concerns. The Student Union Board (SUB) is the social programming division of the Student Government and books bands, comedians, and other talent, and shows movies. The Kennedy Political Union (KPU) is a nonpartisan student lecture bureau. Founded in 1968, KPU has grown into a nationally respected lecture series.

The Graduate Leadership Council (GLC) is the graduate student government at American University. The GLC is composed of the five school/college Graduate Student Council (GSC) presidents, a chair and a vice chair. The GLC objective is to maximize students' return on their mandatory student activity fees by allocating a greater portion of activity fee revenue to each GSC. The GLC also provides students with opportunities and events more focused on their field-specific interests as well as advocates for graduate student concerns. For more information contact 202-885-2472 or stop by the GLC Office in 262 Mary Graydon Center.

## Student Media

The student community supports and manages the following campus media:

- A-TV is a student-operated television station that airs news, sports, and entertainment programs. Located in Mary Graydon Center 256, A-TV broadcasts to residence hall lounges and rooms except on the Tenley Campus. For more information, call 202-885-2222.
- *American Literary* (AmLit) publishes student works of creative art, photography, and literature. It is located in Mary Graydon Center 248. For more information, call 202-885-6414.
- *American Word* is an on-line news magazine written by students about students and student-related issues. For more information, call 202-885-6418 or go to: [www.auword.org/](http://www.auword.org/).
- *The Eagle* is American University's student newspaper, published twice a week during the academic year and twice during the summer months. The newsroom and business offices are located in Mary Graydon Center 252. To contact *The Eagle*, call 202-885-1400 or go to: [www.theeagleonline.com](http://www.theeagleonline.com).
- *The Talon*, the American University yearbook, captures the issues, events, and people that mark each academic year. *The Talon* office is located in Mary Graydon Center 250. To contact *The Talon*, call 202-885-1402.
- WVAU is a student-operated radio station and airs a contemporary music format along with a variety of sports and entertainment programs to the campus residence halls. To contact WVAU, call 202-885-1212.

## Intercultural Programs and Services

The primary goal of Intercultural Services is to enhance the quality of student life and to foster one of the university's distinctive educational characteristics, which is its cosmopolitan and multicultural campus population.

## Gay, Lesbian, Bisexual, Transgender, and Ally Resource Center

The Gay, Lesbian, Bisexual, Transgender, and Ally (GLBTA) Resource Center works to strengthen and sustain an inclusive campus community that welcomes people of all sexual orientations and gender identities by providing support, educational resources, and advocacy. The Resource Center houses a library of books and magazines, hosts events and speakers, and conducts campus educational trainings on a regular basis. All programs are open to all members of the American University community.

The office is open 9 a.m. to 5 p.m., Monday through Friday, and is located in Mary Graydon Center 201. The Resource Center can be reached by phone at 202-885-3346, by fax at

202-885-1883, by e-mail at [glibta@american.edu](mailto:glibta@american.edu), or go to: [www.american.edu/glibta](http://www.american.edu/glibta).

## International Student & Scholar Services

International Student & Scholar Services (ISSS) provides cross-cultural advising and programming to all members of the university community, as well as specialized immigration support services to foreign students and exchange visitors.

ISSS administers the United States Immigration Services and the State Department's authorized international education exchange programs. These programs, also known as the F1 Non-Immigrant Academic and Language Student Programs and the J1 Exchange Visitors Programs, assist students, scholars, professors, researchers, and others who come to the university for temporary periods for the purpose of educational exchange.

To assist international students, specific and unique support services are provided in pre-arrival, arrival, on-going, and re-entry orientation and guidance; issuance of appropriate certificates of eligibility; assistance regarding academic, social, cul-

tural or personal matters of a cross-cultural nature; practical training and work authorization permits; and financial counseling and financial certification. ISSS is located in Butler Pavilion 410, 202-885-3350. For more information, go to [www.american.edu/ocl/iss](http://www.american.edu/ocl/iss)

## Multicultural Affairs

Multicultural Affairs advocates for an inclusive campus environment that values a pluralistic perspective by collaborating with all segments of the university to provide academic support for ethnic minority students, and educational programming and resources for all. The staff provides counseling and tutoring services to African, Asian/Pacific, Hispanic, and Native American

students, advises ethnic and cultural clubs, and addresses diverse cultural interests through lectures, seminars, historical tours, receptions, award ceremonies, and festival events.

Multicultural Affairs also administers the Frederick Douglass Scholarship Program, the Summer Transition Enrichment Program (STEP), the High School/College Internship Program (HS/SCIP), and a mentoring program. The office, located in Mary Graydon Center 204, houses historical and cultural materials, as well as career information for undergraduate and graduate students. For more information, or to be added to the Multicultural Affairs listserv, call 202-885-3651, go to [www.american.edu/ocl/oma](http://www.american.edu/ocl/oma), or email [oma@american.edu](mailto:oma@american.edu).

# Career Services, Internships, and Merit Awards

The Career Center is located in Butler Pavilion, 5th floor. For more information on job listings, internships, graduate school advising, and merit awards, call 202-885-1804 or go to: [www.american.edu/careercenter](http://www.american.edu/careercenter).

Career education is a life-long process and the Career Center is the place to begin. The Career Center offers a sequence of programs designed to accompany and enhance the student's academic studies. These integrated, comprehensive career services are available for American University students and alumni.

Students are encouraged to use the Career Center's services to develop career awareness as early as possible in their academic programs. The center's Internship and Cooperative Education Programs enable students to obtain field experience related to their education and career goals. The Office of Merit Awards helps undergraduate students identify, prepare, and apply for a variety of nationally competitive merit-based scholarships and fellowships. The Career Development unit provides students and alumni with career decision-making assistance, job search coaching, expert career advising services, graduate school advising, and the latest information resources. The Outreach and Marketing unit helps connect students with alumni and employers through networking programs, job and internship postings and job fairs, and interviewing programs.

All Career Center services may be pursued parallel to classroom learning throughout students' academic programs at American University. The following is a summary of a career decision-making process for each year of academic study.

*Freshman:* Exploring academic majors and career options.

*Sophomore:* Deciding on academic majors, exploring career options, and gaining hands-on experience through internships. Exploring national merit award options.

*Junior:* Focusing on career fields and gaining experience in specific careers through internships. Exploring graduate school and national merit award options. Informational interviewing with alumni.

*Senior/Graduate student:* Determining and pursuing post-graduate goals of either an active job search or application for post-graduate study.

## Career Development Services

**Graduate School Advising:** To help students explore and pursue graduate, law and medical school, our staff will guide you through individual appointments, specialized workshops, and mock interviews.

**Career Advising:** Each of the colleges and schools of the university has a career advisor in the Career Center who counsels

and coaches students on career development, job search preparation and employment issues.

**Career Resource Library and Computer Lab:** Career exploration and job search assistance is provided through our collection of career directories, books, periodicals, and extensive web-based resources. Staff and Peer advisors are available to assist students to learn about the resources available. One computer is equipped with software providing access for visually impaired students.

**Alumni Networking:** Thousands of alumni are registered with the Alumni On-Line Community and are willing to provide information to students about careers. Alumni are listed by professional field, college major, company, and geographic location, all readily accessible on-line. Alumni panels and networking receptions are conducted regularly.

**Job Search Workshops:** Workshops and materials are offered on resume writing, interviewing skills, salary negotiation and more. These are designed to help students make a planned transition from college to work and to fully capitalize on internships and employment opportunities.

**Self-Assessment Tools:** The Myers-Briggs Type Indicator, Strong Interest Inventory™, CareerLeader College™, and Self Directed Search are available to help students assess their career interests.

**Special Events:** Career Center staff host annual events such as two job and internship fairs and Career Weeks, which bring speakers and employer representatives to campus from a wide variety of organizations to meet with students. In addition, students have access to numerous networking receptions with alumni employers, and multiple employer presentations throughout the academic year.

**Off-Campus Federal Work Study:** Students who have received Federal Work-Study funds are encouraged to explore working off-campus, tutoring in the community through D.C. Reads or D.C. Counts.

## Employment Programs

**Job Listings:** Using the latest technology, the Career Center annually lists thousands of jobs and internships on line for students and recent alumni via AU CareerWeb. This exceptional career management tool is used extensively by both students and employers.

**Recruiting Program:** Graduating students who have signed up with the Career Center through AU CareerWeb may interview for a variety of permanent positions with recruiters who visit campus each year or who participate in our resume referral services.

**Information Sessions:** Sessions offered by employers give students the opportunity to learn about the organization, career fields, and the interview process at specific employment sites.

**Job and Internship Fairs:** Two fairs are held each year, one in the fall and one in the spring. Each typically attracts between 120 to 160 employers from a wide variety of organizations.

## Internships and Cooperative Education

In order to integrate the academic curriculum with professional experience, American University's academic internships enable students to earn credit for field experience related to their education and career goals. Many internships are paid and can be full- or part-time. Positions are with private businesses; local, state, or federal governments; or nonprofit community, social-service, or international organizations.

Full-time faculty from all university departments guide and evaluate students' experiential learning process in academic internships. These experiences enable students to explore academic and career options, make career decisions, and prepare for entry into either an advanced degree program or the professional job market. Personal development, acquisition of independent learning skills, and a balanced education are other significant benefits to students participating in internships.

### Eligibility and Degree Credit

Opportunities are open to qualified degree-seeking undergraduate and graduate students. Applicants must be in good academic standing and must obtain approval from appropriate academic advisors. Students must have completed at least the freshman year (30 credit hours), a full semester as transfer students (12 credit hours), or 9 credit hours as graduate students before they are eligible. Undergraduates must have a minimum GPA of 2.00; graduate students must have a minimum GPA of 3.00. Schools or departments may stipulate additional specific eligibility criteria.

There is no guarantee of selection, nor is a student obligated to accept offers of employment. However, once hired under the auspices of the university's internship program, a student is expected to complete all employment and academic obligations agreed to at the time of registration.

Working with an internship advisor, qualified candidates apply directly to the employers. Students register for credit (with their academic advisors) once an employer selects them for a position.

Internship jobs must be reviewed and approved for credit by internship advisors and faculty. Hundreds of academic and non-academic internships are posted on the Career Center web site each term, and students may propose internships of their own design. The credit value depends on the duration of the work periods, the content of the job, and the academic assignments. Students are required to demonstrate what they have learned with written journals, papers, reports, portfolios, conferences, or seminars. Specific requirements are set by internship faculty in their syllabi. All credit-bearing internships and co-ops are for a minimum of 12 consecutive weeks per term.

Students working full time in credit-based experiences are considered full-time students by the university. Undergraduates enroll in xxx-391/491 Internship (1–6 credits) and graduate students in xxx-691 Internship (3–6 credits).

### Cooperative Education in the Federal Government

Students earn academic credit for federal government co-op work experience related to their education and career goals. Field experience courses should have both an academic and a work component. These specific internships may lead to non-competitive appointments to career positions upon successful completion of the student's degree and work program.

Undergraduates must have completed 30 credit hours with a minimum grade point average of 2.00 to be eligible. Graduate students must have completed 9 credit hours with a minimum grade point average of 3.00. Departments may have additional prerequisites. Students must also obtain approval from their academic advisor and the Career Center.

Undergraduates enroll in xxx-392 Cooperative Education Field Experience (3–6 credit hours) and graduate students in xxx-692 Cooperative Education Field Experience (3–6 credit hours).

### International Internships

Credit-based internship opportunities are available abroad. Students should have a demonstrated knowledge of the language of the country in which they expect to work, and previous work experience. Several months lead time is essential to work toward securing these jobs. Information is available from the international internship advisor in the Career Center, 5th floor Butler Pavilion, at 202-885-1804.

## Office of Merit Awards

The Office of Merit Awards helps enrolled students prepare applications for highly competitive merit based scholarships and fellowships, such as the Marshall Scholarship, which provides two years of study at a British University; the \$30,000 Harry S. Truman Scholarship; and the Fulbright Grant for a year of research and graduate study in a foreign country. In 2005-2006 American University had one Marshall Scholar, one Truman Scholar (of 75 nationwide) and 8 Fulbright Scholars, among many other award recipients. Awards exist for nearly every major and provide a wide range of opportunities. American University graduate and undergraduate students have been awarded challenging internships, the chance to live, study, and conduct research or work abroad, and receive significant funds for graduate school.

Students work with the professional staff housed in this office to identify appropriate awards and prepare competitive proposals. Appointments may be made by calling the Career Center front desk at 202-885-1804. Students should begin thinking about awards as early as the sophomore year and may be invited to participate in the Early Identification Program if they have achieved a high degree of academic success their freshman year.

For more information about national merit awards and fellowships, contact the Office of Merit Awards, located in the Career Center, 5th floor Butler Pavilion, at 202-885-1804 or go to: [www.american.edu/careercenter](http://www.american.edu/careercenter).

# Registration

- Degree and Nondegree Registration
- International Student Registration
- Course and Schedule Information

---

## Academic Advising

Academic advising is an essential element of the educational process. American University requires advisor/student conferences at least once a semester, but students have the responsibility for selecting their courses, meeting course prerequisites, and adhering to university policies and procedures. The advisor assists the student in obtaining a well-balanced education and interprets university policies and procedures.

Students should be aware of the university's many advising resources and utilize these resources as needs arise. Students may consult faculty and peer advisors, department chairs, deans, and student support services throughout the university. The university has the responsibility to ensure that advising resources maintain high standards for serving students effectively and efficiently.

The university uses a degree audit system (DARS) to track undergraduate students' academic progress. The DARS report displays academic program requirements completed and to be fulfilled. Prior to an official declaration of major, the reports are based on requirements for the student's intended major. Students may request a copy of their degree audit report from their advisor or the Office of the Registrar, or on line from their [my.american.edu](http://my.american.edu) account.

## Continuing Degree and Nondegree Student Registration

Note: International students in F1 or J1 student status are not eligible to enroll as nondegree students. International students in F1 or J1 student status should refer to specific instructions for international students.

### Course Registration

Currently-enrolled students receive registration information through their American University e-mail account each fall (for spring registration) and spring (for fall and summer registration).

1. Check your AU e-mail account for information concerning registration.
2. Schedule an appointment with your academic advisor.

Nondegree students receive academic advising and registration assistance through the academic department in which they intend to study.

3. Before meeting with your academic advisor, prepare a draft course schedule. It is your responsibility to select a schedule of courses that is free of day/time conflicts. For updated schedule information check: <http://american.edu/american/registrar/schedule.html>

4. With your advisor, confirm or revise your semester course schedule. Your advisor will enter an electronic signature into the student registration system to document authorization of your registration. This approval must be in the system before you will be allowed to register for classes.

5. Be sure that you have met all the prerequisites and obtained all required approvals and authorizations for the courses for which you intend to register. You will only be permitted to register for courses for which you have met the prerequisite or received a waiver.

In addition to meeting course prerequisites, all students wishing to take courses in Applied Music (Department of Performing Arts), the Kogod School of Business, and the School of Communication must obtain approval from the department or school. Students must obtain all permissions or prerequisite waivers from the appropriate departments prior to registration.

6. Clear any outstanding financial or other stops before attempting to register.

7. Confirm the dates when you are eligible to register. Undergraduate students may register starting on the date corresponding to their completed credits.

8. Log onto [my.american.edu](http://my.american.edu), go to "Course Registration," and follow the instructions for registration. Before processing your registration, you should verify that your chosen course sections are still open. To view the Schedule of Classes from [my.american.edu](http://my.american.edu), click on Schedule of Classes: General from the Learn @ AU menu.

Admission to courses is subject to space availability and confirmation of eligibility. Your enrollment in courses will be confirmed immediately, but validation of registration is subject to settlement of your student account within the stipulated period for payment of tuition and fees. Failure to comply with payment schedules may result in cancellation of your registration and will necessitate reregistering for courses.

Note: students will not be allowed to re-enroll in course sections that have closed.

The following are not available for web registration: internship, cooperative education field experience, independent study or reading, community service learning projects, consortium, Washington Semester or AU Abroad programs, alumni audit, maintaining matriculation (graduate students), and any courses with a variable credit value.

Once registered, students can view their semester schedules at My Schedule (under "Academics"). To make registration changes (add/drop) within permitted time periods, go to "Course Registration" and follow the instructions to add or drop courses.

See **Changes in Registration** for more information on adding and dropping courses.

#### **Special Departmental Requirements for Nondegree Students:**

Departmental approval must be obtained for nondegree registration in courses at the 600 or 700 level.

**School of International Service (SIS):** Approval must be obtained for all courses at the 500, 600, or 700 level.

**Kogod School of Business (KSB):** Approval must be obtained for nondegree registration in all KSB courses. In addition, nondegree students must demonstrate that prerequisites have been met. If prerequisites have been completed at a college or university other than American University, students must provide copies of appropriate transcripts. Graduate students must have satisfactory GMAT scores, and a satisfactory grade point average in the last 60 hours of undergraduate work. Students must provide copies of all undergraduate and graduate transcripts and GMAT results.

**School of Communication (SOC):** Approval must be obtained for nondegree registration in all SOC courses.

### **First-Time Degree and Nondegree Student Registration**

**Note:** All F-1 and J-1 international students who are enrolling at American University for the first time or for a new program are required to bring to International Student & Scholar Services (ISSS) their passport, I-94, and I-20, or DS-2019. Non-native speakers of English, regardless of citizenship, must take an English language proficiency test before they register. International students in F-1 or J-1 student status should refer to specific instructions for international students. International students in F-1 or J-1 student status are not eligible to enroll as nondegree students.

#### 1. Schedule an appointment with your academic advisor.

New nondegree students must meet with an advisor in the school or department in which they intend to study.

#### 2. With your advisor, select your semester course schedule. Your advisor will enter an electronic signature into the student registration system to document authorization of your registration.

This approval must be in the system before you can be registered for classes.

For updated schedule information check:

<http://american.edu/american/registrar/schedule.html>

Be sure that you have met all the prerequisites and obtained all required approvals and authorizations for the courses for which you intend to register. You will only be permitted to register for courses for which you have met the prerequisite or received a waiver.

In addition to meeting course prerequisites, all students wishing to take courses in Applied Music (Department of Performing Arts), Kogod School of Business, and School of Communication must obtain approval from the department or school. Students must obtain all permissions or prerequisite waivers from the appropriate departments prior to registration.

3. New students are eligible to register anytime after the beginning of General Registration for the semester. Initial registrations for all new students must be processed by your academic advisor or by the Office of the Registrar.

Admission to courses is subject to space availability and confirmation of eligibility. Your enrollment in courses will be confirmed immediately, but validation of registration is subject to settlement of your student account within the stipulated period for payment of tuition and fees. Failure to comply with payment schedules may result in cancellation of registration and will necessitate reregistering for courses.

**Note:** students will not be allowed to re-enroll in course sections that have closed.

New undergraduates must contact their advisor to make any changes to their course registration prior to the first day of classes for the semester. New graduate students may add and drop courses online at any time after their initial registration by logging onto [my.american.edu](http://my.american.edu).

See **Changes in Registration** for more information on adding and dropping courses.

#### **Special Departmental Requirements for Nondegree Students:**

Departmental approval must be obtained for nondegree registration in courses at the 600 or 700 level.

**School of International Service (SIS):** Approval must be obtained for all courses at the 500, 600, or 700 level.

**Kogod School of Business (KSB):** Approval must be obtained for nondegree registration in all KSB courses. In addition, nondegree students must demonstrate that prerequisites have been met. If prerequisites have been completed at a college or university other than American University, students must provide copies of appropriate transcripts. Graduate students must have satisfactory GMAT scores, and a satisfactory grade point average in the last 60 hours of undergraduate work. Students must provide copies of all undergraduate and graduate transcripts and GMAT results.

**School of Communication (SOC):** Approval must be obtained for nondegree registration in all SOC courses.

## International Student Registration

In addition to the registration procedures for continuing or new degree students, the following steps must be taken by international students (students who are not U.S. citizens or permanent residents):

- All F-1 and J-1 international students who are enrolling at American University for the first time or for a new program are required to bring to International Student & Scholar Services (ISSS) their passport, I-94, and I-20, or DS-2019.
- International students are not required to obtain an international student advisor's signature to register unless they are registering for an internship or cooperative education field experience.
- International students in F-1 and J-1 status are required to register full-time (at least 12 credit hours for undergraduates and 9 credit hours for graduate students) for each semester. International students with F-1 or J-1 visas who intend to initially register for less than full-time credit hours should first consult with an international student advisor. International students who register for less than a full course load are required to obtain written permission from ISSS each term. Failure to do so may result in loss of status. Students who fail to register full-time or fail to provide International Student & Scholar Services (ISSS) with copies of all required immigration documents as of the first day of classes for the semester may be prevented from registering and must meet with an international student advisor in ISSS to have the registration STOP removed.
- Students in B-1/B-2 status are not eligible to register. For more information regarding this DHS regulation, please contact the International Student & Scholar Services office.
- Audit courses are not counted toward a full course of study for the purpose of maintaining an F-1 or J-1 status. Therefore, F-1 and J-1 students may audit courses only if they are registered full-time for courses taken for credit.

## SEVIS: Student and Exchange Visitor System

Effective January 30, 2003, universities enrolling F-1 and J-1 students are required to report to the DHS any student who fails to maintain status or who completes his or her program. Each term and no later than 30 days after the deadline for registering for classes, universities are required to report the following registration information:

- 1) whether the student has enrolled, failed to enroll, or dropped below a full course of study without authorization by International Student & Scholar Services;
- 2) current address of each enrolled student;
- 3) graduation, termination date of study, or authorized employment.

Questions concerning DHS regulations should be directed to International Student & Scholar Services (ISSS), Butler Pavilion 410; telephone 202-885-3350; fax 202-885-3354. Regular office hours are Monday through Friday, 9:00 a.m. to 5:00 p.m.

## Audit Registration

*Note:* International students in F-1 or J-1 visa status should not audit courses. Audit courses are not counted toward a full course of study for the purpose of maintaining an F-1 or J-1 status.

Students who attend a class but do not wish to receive a final grade or credit for the course must register as an auditor. Tuition and fees for auditors are the same as those for students registering for credit. Changes to or from audit must be made before the last day to add a course. Audit registration is subject to the same regulations as credit registration. Faculty may establish standards of class participation and attendance for auditing that must be met if a student is to remain in audit status. To register as an auditor, choose "Audit" as the grade type when processing your registration.

## Internship and Cooperative Education Registration

An internship or cooperative education field experience (co-op) is a combination of academic study and substantive work experience, approved by a supervising faculty member in advance. Registration for internships and federal co-ops is open to degree students in good academic standing. Academic departments may have additional requirements, but generally the prerequisite for registration at the undergraduate level is completion of 30 credit hours of course work (12 credit hours for transfer students) with a minimum grade point average of 2.0; at the graduate level, completion of 9 credit hours with a minimum grade point average of 3.0.

All students are encouraged to work with an advisor in the Career Center. For additional information about internships and Cooperative Education, call or visit the Career Center, Butler Pavilion 5th floor, 202-885-1804. Information is also available at: [www.american.edu/careercenter](http://american.edu/careercenter)

Registration for internships or co-ops is during the registration period for the fall or spring semester or summer session. Students may add these courses until the end of the second week of classes in the spring semester or summer session and the third week of classes in the fall semester.

Students must have met all prerequisites, secured the work position, and confirmed their work schedule with their site supervisor prior to registration. The student and supervising faculty member must agree upon and document the credit value of the field experience, depending on the nature of the academic component and the number of hours required for the work component. The recommended standards for academic credit may vary but typically are: 8-10 hours per week for 1-2 credits; 15-16 hours per week for 3 credits; and 20-24 hours per week for 6 credits. Students work throughout the term (12 weeks or more).

Students must submit a completed and approved Internship/Cooperative Education Registration Form, along with the Internship Consent and Release Form to the Registrar's Office. Forms are available at: <http://american.edu/american/registrar/forms>.

## **Independent Reading and Study Registration**

An independent reading course is defined as a course in which a student, by arrangement with an instructor, reads a body of material with a minimum of formal instruction. An independent study project is defined as a course in which a student does research on a topic agreed upon by the student and the instructor.

Enrollment for these courses is during the registration period for the fall or spring semester or summer session. Students may add these courses until the end of the fourth week of classes in the fall and spring semesters or the end of the second week of a summer session.

Before processing registration for these courses, the student and the supervising faculty member must agree upon and document the title, objective, scope, and credit value (1-6) of the project to be pursued. The department chair or program director must approve the project and faculty member's involvement. In particular, he or she must attest that the project does not duplicate a course already offered in the semester's schedule which would be available to the student.

Students must submit a completed and approved Independent Study Registration Form to the Registrar's Office. Forms are available at:

<http://american.edu/american/registrar/forms>.

## **Community Service Learning Projects**

Undergraduate students may have the opportunity to earn credit for community service performed in conjunction with courses in which they are enrolled. In addition to at least 40 hours of approved field work, community service learning projects require an academic component related to the course with which the service project is associated. Students earn one credit for each community service learning project they successfully complete, with a maximum of three credits applied to graduation. Only the pass/fail grading option is available. Permission of the instructor of the course is required. The Office of Campus Life certifies community service organizations and provides orientation sessions for students. For more information on registration for Community Service Learning Projects, go to [www.american.edu/volunteer/cslproj](http://www.american.edu/volunteer/cslproj).

## **Consortium Registration**

The Consortium of Universities of the Washington Metropolitan Area combines the resources of area universities and colleges. In cooperation with the Catholic University of America, Gallaudet University, George Mason University, The George Washington University, Georgetown University, Howard University, Marymount University, Southeastern University, Trinity College, the University of the District of Columbia, and the University of Maryland, American University offers qualified de-

gree students the opportunity to enroll for courses at any of these institutions.

With the appropriate approvals, undergraduate and graduate degree students may take courses for AU residence credit at member institutions of the Consortium of Universities of the Washington Metropolitan Area, provided the course is not offered at American University. Off-campus courses, courses in law and medicine, independent study and reading courses, special institutes, and noncredit courses (except ROTC at Georgetown and Howard) are excluded from the consortium.

To be eligible for this program, students must be fully admitted degree students who are actively enrolled and in good academic standing. Course registration must be approved by the American University dean or department chair of the field of study for which registration is requested and by the Office of the Registrar. Students are responsible for securing approval at the cooperating institution when requested.

American University students pay the American University tuition rate. Students registering for consortium courses at all universities will be billed for any special fees (such as lab fees) for the course. Consortium registration can be confirmed only after classes begin at the visited school.

For course selection eligibility and registration, contact the Operations Coordinator for Academic Services in the Office of the Registrar at 202-885-2208. Information on the Consortium is also available at [www.consortium.org](http://www.consortium.org).

## **Maintaining Matriculation**

Graduate students whose degree requirements are not completed and who have not been granted a leave of absence must register each fall and spring semester during regular registration periods for courses, for thesis or dissertation seminars, or for maintaining matriculation. Those who do not will be considered as having withdrawn. Such students may then reapply and, if re-admitted, are governed by requirements and regulations in effect at the time of readmission.

During a semester when a student is not enrolled in credit course work but is utilizing the services of the university (e.g., to prepare for comprehensive examinations or complete research for the thesis or dissertation), the student maintains enrolled status by registering for maintaining matriculation, the equivalent of one graduate-level credit hour. Schools and departments may establish specific requirements as to when and for how many semesters students may be in maintaining matriculation status.

Students who change degree objective, college, or school, whose candidacy for an advanced degree expires, or who choose to conform to new regulations or requirements must be prepared to complete all requirements and abide by all regulations in effect at the time such a change is made.

## Alumni Audit Registration

Graduates of American University in good financial standing with the university may enroll in one course each fall, spring, and summer semester as alumni auditors. No credit is given for courses taken through this program, and courses will not appear on student transcripts. Alumni who wish to receive credit for courses must register as nondegree students and pay tuition at the prevailing rate. Alumni who are also currently enrolled in a degree program at AU may participate in the alumni audit option, except in courses for their degree program. Alumni auditors are expected to follow all university conduct policies.

Alumni audit registration is available during the first two weeks of classes for the fall and spring semesters and only for courses which have not reached their enrollment limits (no "bluecards" are issued for alumni audit registration).

In-person registration is available at the Alumni Programs office, Constitution Building, Tenley Campus. Registrations may also be mailed to Alumni Programs, American University, 4400 Massachusetts Ave. NW, Washington, DC 20016, or faxed to 202-885-5964. When faxing registration forms, please call 202-885-5960 to verify receipt of the fax.

The Alumni Audit fee is \$100, which supports the Alumni Scholarship Fund and administrative costs. Some courses may also have additional fees. Payment will be accepted by check, money order, VISA, MasterCard, Discover, and American Express only (no cash).

Courses not available for Alumni Audit include independent study or reading, private music instruction, laboratory courses, and maintaining matriculation.

The following schools and departments require faculty or departmental approval. If approval is required, the instructor or department must sign the authorization section of the registration form before the student may register as an alumni auditor.

- School of International Service (SIS), School of Communication (SOC), and School of Public Affairs (SPA): all courses
- College of Arts and Sciences (CAS): Anthropology (graduate-level courses), Art, Audio Technology, Health and Fitness, History (graduate-level courses), Language and Foreign Studies, Literature (400-level and graduate-level courses), Psychology, and Sociology.

For additional information, call 202-885-5960 or go to <http://alumni.american.edu/>

For availability of courses, check the Schedule of Classes at [www.american.edu/americanc/registrar/schedule.html](http://www.american.edu/americanc/registrar/schedule.html).

## Changes in Registration

To make changes in registration online, log on to [my.american.edu](http://my.american.edu) and go to ADD/DROP COURSE.

### Adding Courses

Students may add a course through the second week of classes for the fall or spring, or the equivalent for a summer session.

In addition to any course prerequisites and required authorizations, approvals are required for the following:

- Students adding business courses must obtain approval from the Kogod School Undergraduate or Graduate Program Office.
- Students adding communication courses must have approval from the School of Communication.
- Cooperative Education students must have worked directly with the Career Center and have signed approval.

### Dropping Courses

Students may drop a course through the semester midterm date for the fall or spring, or the equivalent for a summer session. When a student withdraws from a course during the first two weeks of a semester (or the equivalent for summer), the course will not appear on the transcript; withdrawal thereafter is noted with a "W" in place of a grade.

*Note:* Discontinuing attendance in class or notifying an instructor of a status change does not constitute an official action.

Approvals are required for the following:

- Withdrawal from courses used to satisfy the University Mathematics Requirement requires the approval of an academic advisor based on the placement recommendations made by the Department of Mathematics and Statistics.
- International students with F-1 or J-1 visas should consult first with an international student advisor in International Student & Scholar Services regarding how to maintain their status.
- Athletes must not drop below 12 credit hours without authorization of the director of athletics.
- Kogod students dropping business courses must obtain approval from the Kogod School Undergraduate or Graduate Program Office.
- Cooperative Education students must have prior approval from the Career Center.

### Grade Type Option

Students may change grade type options (A-F or Pass/Fail) on the web through the second week of classes for the fall or spring, or the equivalent for a summer session.

*Note:* Changing grade type is not permitted for courses that require a specific grade type, such as Pass/Fail only.

## Withdrawal from the University

Degree students who withdraw completely from the university must file an official Withdrawal Request Form through the Registrar's Office. Students on academic probation will be required to obtain the signature of their academic dean before they will be permitted to withdraw.

## Course and Schedule Information

### Course Numbers

Each course is designated by a subject code and a course number. The subject code identifies a particular academic discipline or teaching unit in the curriculum; e.g. ANTH = Anthropology; ECON = Economics; ARTH = Art History. The numbers identify the level of the course as follows: 001-099 = no degree credit; 100-499 = undergraduate degree credit; 500-599 = graduate courses to which advanced undergraduate students may be admitted; 600-799 = graduate courses to which undergraduate students usually are not admitted.

Courses taken for undergraduate General Education credit have a "G" in the course number, e.g., HIST-100G

### Credit Hour Value

All undergraduate and graduate courses are valued in credit hours. Generally, each credit hour is equal to 50 minutes of class instruction a week.

### Course Descriptions and Syllabuses

Descriptions of permanent courses currently in the university curriculum are listed by course number in **Course Descriptions**. Catalog course descriptions, as well as selected and rotating topics course descriptions are available each semester from the Schedule of Classes at

[www.american.edu/americanc/registrar/schedule.html](http://www.american.edu/americanc/registrar/schedule.html)

A syllabus describing the general nature and scope of each course is available from the department offering the course for three years.

### Course Prerequisites

Many courses call for a minimum background of knowledge, as indicated by prerequisite courses cited in individual descriptions. Titles and numbers are those of American University courses; equivalent courses satisfactorily completed at other accredited institutions also meet prerequisite requirements by transfer credit.

Students are responsible for entering the class with the required competence. Thus, prerequisites warn students of the knowledge they are to bring with them in order to meet the expected standards of performance.

### Class Periods

Day classes, except those on Wednesday and Saturday, ordinarily meet two days a week for 75 minutes a meeting. Wednesday classes ordinarily meet once a week for two hours and 30 minutes. Some classes meet three times a week for 50 or 60 min-

utes a meeting. Evening classes ordinarily meet once a week for two hours and 30 minutes or twice a week for 75 minutes a meeting. Classes at the 600- and 700-level may, in some cases, meet for a total of two hours a week at the discretion of the teaching unit concerned.

Courses involving laboratory, studio, discussion groups, or workshops may vary from these schedules. Independent reading courses, study projects, internships, and similar kinds of study opportunities meet according to the special arrangement with the school, department, or faculty members concerned.

### Cancellation of Courses

Occasionally it is necessary to cancel a scheduled course because of low enrollment, the last-minute unavailability of an instructor, or other unavoidable reasons. Every effort is made to announce the cancellation before the first class meeting, but this is not always possible. If a course is canceled, a student who does not choose to transfer to another course may receive a full refund of the tuition and fees paid for the canceled course by completing a refund request form in the Office of Student Accounts.

### Class Attendance

The university considers class attendance a matter best left to the discretion of the individual instructor. It is expected, however, that faculty members who have a particular attendance policy will announce that policy at the first few class meetings each semester.

Veterans and others receiving government benefits are reminded that the paying agency may have specific attendance policies.

### Emergency Cancellation of Classes

Classes at American University are expected to meet according to the announced schedule and no instructor is authorized to change the day, hour, or place of any meeting. Unless cancellation of classes is announced publicly, classes will meet. When cancellation of classes is necessary, instructors are expected to arrange for additional reading, study assignments, or class meetings to compensate for attendance time lost.

### Student Responsibility

Students are responsible for their behavior, academic and otherwise, at American University. American University expects that students, as mature members of the academic community, will adhere to the highest standards of personal and academic integrity and good taste.

To protect their academic status, students should seek the appropriate approval of their academic program advisors. It is highly recommended that students keep their own records of all transactions with the university (grade reports, registration schedules and changes, incomplete forms, etc.).

It is also advisable to keep copies of all tests and papers submitted in fulfillment of course work.

# Academic Regulations

- Academic Integrity Code
- Student Academic Grievance Policy

---

As part of providing a high-quality education, the university continuously examines its academic requirements. As a result, the information contained in this and other sections of this publication may be revised. Students should consult their deans or department chairs for any new requirements that may affect their individual programs of study.

## Academic Integrity Code

The Academic Integrity Code for American University describes standards for academic conduct, rights and responsibilities of members of the academic community, and procedures for handling allegations of academic dishonesty. Academic dishonesty as defined by the *Code* includes, but is not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations (in-class or take-home), dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations.

Violations of the Academic Integrity Code are treated seriously, with special attention to repeat offenders. After a second determination of guilt is established through formal review by a major teaching unit, a student will be suspended or dismissed.

Penalties for an academic offense may include one or more of the following: resubmission of the work in question, submission of additional work for the course in which the offense occurred, a lowered grade or loss of credit for the work found to be in violation of the *Code*, a failing grade of F or ZF for the course in which the offense occurred, denial of credit for the course in which the offense occurred, suspension for one or more academic terms, including the term in which the offense occurred, and dismissal (for a specified term or permanently) from the university. A notation of some *Code* violations is made on the student's permanent record.

By registering as a student at American University, all students acknowledge their awareness of the Academic Integrity Code. Students are responsible for becoming familiar with their rights and responsibilities as defined in the *Code* and are responsible for knowing the requirements for their particular courses (regarding such issues as collaborative work, use of study aids, or take-home examinations). Students are responsible for learn-

ing the conventions of documentation and acknowledgment of sources required in academic discourse. The university's Academic Integrity Code may be found in Academic Regulation 80.00.00 at:

[www.american.edu/academics/integrity/code](http://www.american.edu/academics/integrity/code)

## Student Academic Grievance Policy

In the course of academic life, a student may come into disagreement with a faculty member or with the policies and actions of an academic unit as they affect the student's progress toward completion of a course or degree. In cases of complaint or disagreement over academic matters not resolved by consultation among the parties, the university provides the student the right to initiate a grievance procedure.

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Evaluation of students and the awarding of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, such as personality, physical disability, age, race, gender, sexual orientation, religion, national origin, degree of political activism, or personal beliefs.

Judgement regarding standards of evaluation for a student's academic performance is a faculty responsibility and is not grievable. Normally, only questions relating to whether a faculty member complied with the stated requirements of the course and applied standards of evaluation fairly and equitably are potentially grievable. Cases involving complaints about grades will be considered only when there is clear evidence that casts significant doubt on the objectivity of the grading process or indicates that the faculty member failed to comply with the stated requirements of the course.

The university's policy and procedures for consultation and informal resolution, formal process, and appeal for student academic grievances may be found in Academic Regulation 50.00.02 at

[www.american.edu/americana/registrar/AcademicReg](http://www.american.edu/americana/registrar/AcademicReg)

# Academic Regulations

- Student Records
- Grading System
- Graduation
- Undergraduate Academic Honors

## Student Records

A file is maintained for each student who registers at American University. Degree students' records begin in the Admissions Office, which assembles the application and supporting documents and the record of admission actions. After an applicant is approved for admission and registers, the academic history is maintained by the Office of the University Registrar. Normally the only record maintained for nondegree students who are citizens of the United States are the record of their registration(s) and their academic performance. A full record is kept for each international nondegree student.

The purpose of the official student record is to document the student's academic career and to provide a repository of information which can be useful to advisors. All relevant materials are maintained until the student has received the degree or has left the university. Periodically, the basic materials in files are microfilmed and only the microfilmed copy and the electronic permanent record, on which the summary of the total record is entered, are retained.

Information needed for the continuing evaluation of the progress of a student, grades earned, and the like are made available to the dean by the University Registrar. The various colleges, schools, and departments also develop files to aid in the counseling and appraisal of their own students. Such files are not, however, to be considered official. Important decisions relating to a student's academic career should always be based on the information maintained by the Office of the University Registrar.

The alteration or misuse of official student records, or attempt to alter or misuse them, under any circumstances or for any purpose, will result in the peremptory dismissal of any student or employee of the university involved and the institution of such legal proceedings as may be appropriate.

## Confidentiality of Student Records

The university's policy and procedures for confidentiality of student records may be found in Academic Regulation 90.10.00 at [www.american.edu/americanc/registrar/AcademicReg](http://www.american.edu/americanc/registrar/AcademicReg)

The following explains the university's policy for complying with the Family Educational Rights and Privacy Act of 1974 ("FERPA" or "Act"). Students at American University have the following rights regarding their education records: 1) to have access to their education records, 2) to consent to release a record to a third party, 3) to request nondisclosure of directory information, 4) to seek amendment of information in an education record which the student demonstrates is inaccurate, 5) to be notified of their privacy rights, and 6) to file complaints with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures by American University to comply with the Act.

For purposes of this policy, the term "student" means any individual who is attending or has attended American University and for whom the university maintains education records. The term "education records" or "student education records" means, with certain exceptions, any records 1) that are directly related to a student and 2) maintained by the university or its agents. Student education records are confidential and may only be released with consent of the student or as otherwise permitted by law.

The university does not maintain education records in one central office. Education records are maintained in the various departments, schools, or colleges. A student should contact the Office of the University Registrar, or, for law students, the Washington College of Law (WCL) Registrar, for guidance in determining which unit(s) a student should contact about an education record.

Examples of academic and non-academic student education records include without limitation:

- Academic Records: Permanent record of academic performance (e.g., transcript, including supporting documents) maintained by the Office of the University Registrar, the WCL Registrar, academic advisor, dean's office, and Provost's Office; files of academic progress maintained by the individual school/college academic office and Provost's Office; admission files of students; Career Center files.
- Non-Academic Records: Files related to Financial Aid, Housing and Dining Programs, International Student and

Scholar Services, Student Accounts, and the Library; student discipline files; employment files of students who are employed because of their student status (e.g. work-study, graduate assistantship/fellowship).

Only information directly relevant to the educational processes of the university or which is voluntarily offered by the student and accepted from the student shall be included in student education records.

Specifically excluded from such student education records are:

- Medical and mental health information which is created, maintained, or used by a physician, psychiatrist, psychologist, or other recognized professional in connection with treatment of the student and disclosed only to individuals providing the treatment. Such records are strictly confidential and not accessible except as provided by applicable laws;
- Sole possession records or private notes maintained by individual faculty and instructional, supervisory, or administrative personnel for their own use and which are not accessible or released to anyone except a substitute;
- Records created and maintained by Public Safety solely for law enforcement purposes;
- Employment records of students which are made and maintained in the normal course of business, relate exclusively to their employment, and are not available for use for any other purpose;
- Alumni records which contain only information about former students after they are no longer students at the university.

#### **Student Access to Student Education Records**

Each student may inspect his or her education record, subject to reasonable time, place, and manner restrictions. A student must submit a written request to review an education record. The request will be granted as soon as possible, but no later than forty-five (45) days from the date of the receipt of the request. At the time of inspection, the student must present identification and must inspect the records in the presence of a designated university official. In lieu of inspection and at the request of the student, the university may provide a copy of the requested education record. The student may be charged for the actual costs of copying the records. The university reserves the right to deny requests for copies of records if there is an administrative restriction on the individual's student account (e.g. financial obligation, disciplinary stop).

Student may not access the following education records:

- Financial information submitted by parents;
- Confidential letters of recommendation for which a student has waived the right of access provided that the recommendations are used only for their intended purpose (i.e. admission, employment, or consideration for any honor). However, the student may know the names of all people making recommendations; and

- Confidential letters of recommendation placed in a record before January 1, 1975, if the letters were used only for the intended purpose.

#### **Disclosures of Student Education Records**

The university may verify or release directory information unless the student has filed a request for nondisclosure of directory information with the Office of the University Registrar or, for law students, the WCL Registrar. Prior to verifying or releasing directory information, the university official processing the request must contact the Office of the University Registrar to ensure that the student has not requested nondisclosure of directory information. Directory information includes a student's name, telephone numbers, addresses, e-mail addresses, date and place of birth, dates of attendance at the university, major field of study and class, date of graduation, degrees and honors received at the university, the most recent previous educational agency or institution attended, participation in officially recognized university activities, height and weight of members of athletic teams, photographs and similar information.

The university may verify directory information for persons requesting such information. In the event that the individual seeking verification provides incorrect or incomplete information, the university will not complete, correct, volunteer, or provide additional information to the inquirer. The university, in connection with specific events such as commencements, dean's list announcements, scholarship presentations, athletic contests, or other university-related news stories, may release directory information to the news media or the public. The university may release directory information for law enforcement purposes, and will release directory information as required by law.

Students who object to the verification and release of directory information must notify in writing the Office of the University Registrar or, for law students, the WCL Registrar. Forms for this purpose are available from the Office of the University Registrar or the WCL Registrar and should be filed within thirty (30) days following enrollment at the university. The request for nondisclosure may be rescinded by written notification to the Office of the University Registrar or the WCL Registrar.

University officials are determined to have legitimate educational interest if the information requested is necessary for that official to perform a task that is related to their normally assigned job functions or related to their performance of a contract with the university. A "university official" includes faculty, staff, a member of the board of trustees, third-parties acting on behalf of the university, and individuals, including students, serving on university committees. The determination as to whether a legitimate educational interest exists will be made by the custodian of the records on a case-by-case basis.

#### **Third-Party Access to Education Records**

The university may disclose student education records with the prior written consent of the student. A student may authorize access to third parties to review the student's education record by completing a written and dated authorization form which specifies

fies the information to be released, the reasons for the release, and to whom the information is to be released.

The university may disclose information in the following circumstances without the prior written consent of the student:

- To comply with a judicial order or lawfully issued subpoena. Unless otherwise directed by the order or subpoena, the university will make a reasonable effort to notify the student in writing of the order or subpoena in advance of compliance;
- To the parents of a dependent student, as defined in the Internal Revenue Code. The parent must sign, and provide to the university, a written statement confirming that the student is a dependent; the statement must be accompanied by a copy of the parent's most current tax return which reports the student as a dependent;
- To persons or organizations providing the student financial aid, or who determine financial decisions concerning eligibility, amount, conditions, and enforcement or terms of the financial aid;
- To organizations conducting studies for educational agencies to 1) develop, validate, or administer predictive tests, 2) administer student aid programs; or 3) improve instruction. Disclosure under this paragraph shall only be made if the study is conducted in a manner that does not permit personal identification of students by individuals other than representatives of the organization and that personally identifiable data will be destroyed when no longer needed for the purpose for which it was collected;
- To authorized representatives of the Comptroller General of the United States; Secretary of Education; or state and local educational authorities to audit or evaluate a federal or state supported education programs, or for the enforcement of or compliance with legal requirements of those programs. Disclosure under this paragraph shall only be made if information is protected in a manner that does not permit personal identification of students by individuals other than the specified officials and that personally identifiable data will be destroyed when no longer needed for the purpose for which it is collected;
- To accrediting organizations for purposes related to accreditation of the university;
- To appropriate parties in a health or safety emergency;
- To victims of crimes of violence or non-forcible sex offenses concerning the results of disciplinary proceedings about those incidents;
- To appropriate parties as permitted by the university's Parental Notification of Disciplinary Violations Involving the Use or Possession of Alcohol or a Controlled Substance; and
- To appropriate parties in other circumstances as required by law.

Education records will only be disclosed to third parties if they are advised not to redisclose the information to others without

the prior written consent of the student or as permitted by law.

Each university office must maintain a list of all individuals or organizations who have obtained access to a student's record. The list must indicate the legitimate interest that each person or organization has in obtaining the information. This "record of access" is part of the student's education record. A record of access is not necessary for disclosures: 1) to the student, 2) pursuant to a written authorization from a student, 3) to university officials, 4) of directory information, and 5) in response to a subpoena or court order specifying that the existence and/or contents of such documents may not be revealed.

#### **Student's Right to Challenge Information in the Student Education Record**

If a student demonstrates that the student's education record is inaccurate, misleading or otherwise in violation of the student's privacy rights, the student may request in writing that the record be changed. The request should be made directly to the custodian of the record. Any disagreement should be resolved informally, if possible and within a reasonable time period. If the request is denied, the student may file a written appeal within 30 days to the University Registrar or, for law students, the WCL Registrar. The Registrar will appoint a hearing committee to review the complaint. The committee will provide the student a full and fair opportunity to present evidence. The student may be assisted or represented by one or more individuals of the student's choice, including an attorney. After the committee completes the proceeding and makes findings, it will render a written decision and forward it to the relevant parties for implementation.

Students, dissatisfied with the results of a hearing, may place an explanatory statement in the relevant education record commenting upon the information in dispute, and/or setting forth any reason for disagreement with the institutional decision not to correct or amend the record. Such a statement will become part of the student education record.

#### **Inactivity of Student Education Records**

After five years since the student has graduated or was last registered at the university, the university generally destroys student education records. Exceptions include but are not limited to the following permanent records of academic performance, including supporting documents; such financial records as are necessary so long as there exists a financial obligation to the university; and disciplinary records that involve a permanent notation to the student's record.

#### **Transcripts**

Students may obtain transcripts of their academic records from the Office of the Registrar. Transcripts will be released only on the signed request or release of the student concerned.

The university will not issue a transcript that reflects only a part of the student's record, nor will it make copies of transcripts on file from other colleges and universities.

## Certification of Enrollment

The Office of the Registrar supplies, on request of a currently enrolled student, certification of certain academic data concerning the records and status of the student. These certifications are used for Department of Education and scholarship forms, employment applications, and so forth. They are not to be confused with transcripts of the student's permanent academic record.

## Grading System

### Calculated in the Grade Point Average:

Grade	Quality Points
A (Excellent)	4.0
A-	3.7
B+	3.3
B (Good)	3.0
B-	2.7
C+	2.3
C (Satisfactory)	2.0
C-	1.7
D (Poor)	1.0
F (Fail)	0.0
X (administrative penalty)*	0.0

\*The X grade is assigned by the instructor in lieu of an F when a student never attended or ceased attending the class, rendering an assessment of academic performance impossible.

### Not Calculated in the Grade Point Average:

I . . . . .	incomplete
IP . . . . .	in progress
(for a course for which a grade is not necessarily due at the end of the semester, e.g. independent study)	
L . . . . .	auditor (no credit)
N . . . . .	no grade reported by instructor or invalid grade
P . . . . .	pass
W . . . . .	withdrawal
ZF . . . . .	fail on pass/fail option
ZL . . . . .	administrative withdrawal from audit
ZX . . . . .	fail (administrative penalty) on pass/fail option

### Grade Point Average

The cumulative grade point average includes only those courses taken for conventional grades (A through F). Courses below the 100-level or taken pass/fail are not included in the grade point average, nor are grades of Incomplete (I). See also Repetition of Courses, below.

Credit accepted for transfer from another institution is included in the total amount of credit applicable to degree requirements, but grades earned in such courses are not recorded on the permanent record at American University and are not used in computing the cumulative grade point average needed for graduation.

### Pass/Fail

For undergraduate students, the grade of P indicates a quality of performance no less than C (2.00) on a conventional grading scale. For graduate students, the grade of P indicates perfor-

mance equivalent to a B (3.00) or better on a conventional grading scale. Performance below these levels is reported as ZF.

Neither the P grade nor the ZF or ZX grade is calculated in the grade point average. Degree credit, however, is received with the grade of P.

### Incomplete Grades

At the discretion of the faculty member, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during a semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the course work completed. Arrangements for a grade of Incomplete must be made in advance of the final examination. An Incomplete Contract form detailing what work is to be submitted, the deadlines for such submission, and a grade to be substituted for the I should submission deadlines not be met is signed by both the student and the faculty member. The submission deadline should not extend beyond the last day of the following semester (not counting summer).

No grade of I will be recognized by the Office of the Registrar without the proper documentation. On completion of the requirements of the course within the time specified in the electronic submission of the Incomplete, the grade of I must be resolved to a grade of A through F, P, or ZF. Unless resolved by the faculty member to one of these grades, the default grade specified in the electronic submission of the Incomplete will be inserted as a final grade in place of the I by the Office of the Registrar. A W may not be given to remove a grade of I. An I may not stand as a permanent grade.

### Changes in Grades

Once reported, a grade may not be changed except to remove a grade of I (Incomplete) as stated above, or to correct a grade recorded in error. To remove a grade recorded incorrectly, the faculty member must certify in writing to the Office of the Registrar that an error was made.

### Repetition of Courses

Whenever a course is repeated, each attempt, including the final grade, is entered separately on the permanent academic record. Unless specifically indicated to the contrary, however, only one successful attempt of a course is counted toward fulfillment of graduation credit requirements. With the exception of the Freshman Forgiveness rule (see the Undergraduate Study chapter in this publication), the grades received in all attempts are considered in the computation of the undergraduate cumulative grade point average.

### Graduation

Candidates for degrees submit an Application for Graduation form to the Office of the Registrar during the registration period for their last expected term of study. Application forms are available at: [www.american.edu/american/registrar/grad](http://www.american.edu/american/registrar/grad).

Only after application for graduation has been made can the Office of the Registrar begin processing the necessary informa-

tion for final certification of graduation. Students who fail to complete all degree requirements by the end of the term for which they applied to graduate must reapply in order to graduate later.

### **Conferral of Degrees and Commencement**

The university confers degrees and issues diplomas at the end of the fall, spring, and summer terms. Formal commencement ceremonies are held in May.

Only students who successfully complete degree requirements by the end of the term for which they have applied (or re-applied) to graduate are certified for conferral of a degree. In witness of the degree conferred, the permanent records of the graduates are appropriately noted with a statement of graduation and their diplomas are released.

Candidates for degrees whose academic records indicate that they can satisfy degree requirements by the end of the term for which they have applied are permitted to participate in commencement ceremonies. Participation in a commencement ceremony does not itself constitute conferral of a degree, nor does it imply an obligation on the part of the university to award a degree before all requirements have been met and certified.

## **Undergraduate Academic Honors**

### **Dean's List**

Each college or school may issue a dean's list of its undergraduate honor students at the end of each semester. The minimum standard for listing is a 3.50 grade point average for the semester, earned in a full-time undergraduate program of not fewer than 15 completed credit hours of which at least 12 hours must be completed for A–F grade credit.

### **Graduation Honors**

Undergraduate graduation honors at American University include Latin Honors, based on cumulative grade point average, and University Honors, based on a combination of honors course options, cumulative grade point average, and completion of an honors capstone. To be eligible for graduation honors, students must have completed at least 60 credit hours required for their degree in residence at American University and have achieved the requisite grade point average. Both Latin Honors and University Honors are listed in the commencement program and on the student's diploma and permanent record.

### **Latin Honors**

Undergraduate Latin Honors and the grade point averages required are as follows:

*summa cum laude*: 3.90 or higher

*magna cum laude*: 3.70 through 3.89

*cum laude*: 3.50 through 3.69

No more than 15 credit hours taken Pass/Fail may be included in American University work applied toward Latin Honors. Courses taken Pass/Fail are not computed in the grade point average.

### **University Honors Program**

The University Honors Program is a comprehensive program of honors options drawn from the General Education curriculum and departmental course offerings to qualified undergraduate students. The program is characterized by small seminars, individualized attention from faculty, unique access to the resources of Washington, D.C., and the special atmosphere of an honors community of committed faculty and students.

Qualified entering freshmen, transfer students, and current students are eligible for admission to the program. Entering freshmen are admitted to the program based upon excellence in their high school academic performance. Other students, including transfers, may be admitted to the program at the discretion of the honors director if they have achieved a cumulative grade point average (GPA) of 3.60 for the equivalent of at least one academic year (30 credit hours).

Students entering the program as freshmen are required to complete a minimum of 30 credit hours of honors course work with a grade of B or better in each honors course and a cumulative GPA of 3.50 or above. Honors students take 12 to 18 credit hours of foundation-level work from honors sections of English, statistics, General Education, or departmental courses. Six to 12 credit hours of advanced level (300 or above) specialized honors work is drawn from honors sections of major or major-related courses, honors supplements linked to courses in the major or related fields, University Honors colloquia, and honors independent study. All University Honors students must complete an honors senior capstone project (3 to 6 credit hours).

Students who enter the University Honors Program after the freshman year are not required to complete the full 30 hours of honors course work. Exceptions to the number of required hours are determined by the program director and subtracted from the foundation-level requirements.

All University Honors students are required to meet with their Honors counselor for advisement before registering each semester.

Students who fulfill the requirements for the University Honors Program are eligible to graduate with University Honors. University Honors Program students whose honors work includes completion of 12 hours of advanced-level honors work in the major (which may include senior capstone credits) will, with departmental recommendation, graduate with University Honors in the Major. For more information contact the University Honors Program at 202-885-6194.

# Academic Regulations

## • Graduate Academic Standards and Degree Requirements

---

It is university policy that no student shall be involuntarily subjected to regulations and academic requirements introduced during the student's continuous enrollment in good standing in a single degree program if the new regulations involve undue hardships or loss of academic credits earned to satisfy the requirements previously in effect.

Graduate students are governed by the following minimum requirements for the graduate degree. Each teaching unit may have further requirements. Graduate students are advised to consult their own advisor, department chair, or dean for detailed information.

### Academic Load and Full-Time Status

The normal load of full-time graduate study is 9 to 12 credit hours a semester; however, an academic unit may declare circumstances under which full-time involvement in thesis or dissertation research constitutes full-time standing.

In summer sessions, because of the combination of six-week and seven-week sessions, there are various possibilities for full-time standing. Usually, registration for 6 credit hours during any session is considered full-time.

### Academic Probation and Dismissal

A graduate student who fails to maintain a 3.00 grade point average (on a 4.00 scale) after completion of the first 12 credit hours of graduate study may be placed on academic probation for one semester, after which the student must achieve and maintain a 3.00 average or be dismissed. A graduate student may be placed on academic probation only once. It should be noted that the grade point average is only one measure of academic performance. Maintenance of the required average does not necessarily imply that a student is making satisfactory progress, and the university reserves the right to dismiss a student whose performance is judged unsatisfactory even though the student has maintained the required grade point average. A student who is dismissed may not be readmitted to the university or enroll as a nondegree student for a full year after the effective date of the dismissal.

### Advancement to Candidacy

Each academic unit may at its discretion require a formal advancement to candidacy and determine the nature of the advancement procedure it will use.

### Credit Hour and Residence Requirements

#### Master's Degrees

At least 30 credit hours of graduate work including (a) no less than 3 and no more than 6 credit hours of research resulting in a thesis (thesis option) or (b) 6 credit hours of graduate work with grades of B or better involving a case study, an in-service project, an original creative work, specified research courses, or such other effort as the academic unit may designate (nonthesis option).

At least 24 of these hours, including the thesis or nonthesis option, must be completed in residence at American University. Up to 12 credit hours taken in nondegree status at American University may be counted toward the degree, or up to 21 credit hours if earned in a completed graduate certificate program.

Graduate students may count a maximum of 6 credit hours of internship and cooperative education field experience toward their degree requirements. The field experience credit hours that may be counted toward the requirements for a degree program may be fewer, as determined by the academic department, but may not exceed the maximum of 6 credit hours.

Graduate students may take graduate-level courses that meet with undergraduate-level courses. However, no more than 50 percent of course work taken in residence (not counting thesis or dissertation seminars without regular meetings) may be taken in joint graduate-undergraduate courses.

#### Doctoral Degrees

For students admitted to graduate work at American University without a previously earned master's degree, the requirement is 72 credit hours of graduate study including no fewer than 6 and no more than 24 hours of directed study on the dissertation. At least 42 of these hours, including the research requirement, must be completed in residence at American University. Up to 12 credit hours taken in nondegree status at American University may be counted toward the degree, or up to 21 hours if earned in a completed certificate program. Course credit earned

toward a master's degree at American University may, if relevant, be counted toward the Ph.D. degree.

For students admitted with a master's degree earned previously, the requirement is at least 42 credit hours of additional graduate work, of which 36 hours, including the research requirement, must be completed in residence at American University.

Graduate students may count a maximum of 6 credit hours of internship and cooperative education field experience toward their degree requirements. The field experience credit hours that may be counted toward the requirements for a degree program may be fewer, as determined by the academic department, but may not exceed the maximum of 6 credit hours.

Graduate students may take graduate-level courses that meet with undergraduate-level courses. However, no more than 50 percent of course work taken in residence (not counting thesis or dissertation seminars without regular meetings) may be taken in joint graduate-undergraduate courses.

#### All But Dissertation Master's

Students who enter a doctoral program without a master's degree may be awarded the appropriate master's degree by American University in the field in which their doctoral work is being done when they have completed all requirements for the doctorate except the dissertation.

### Combined Bachelor's and Master's Degrees

A student admitted to a combined bachelor's/master's program (involving tentative admission to graduate standing, so that both a bachelor's and master's degree may be earned as the result of a planned program of studies during the junior, senior, and first graduate year) must follow a prescribed program of work, and the student's record must show which courses will be applied toward the undergraduate degree and which courses will be applied toward the master's degree.

Once admitted to a combined bachelor's/master's program, a student may not be denied entry into that master's program if that student completes the bachelor's program in good standing and meets university and teaching unit minimum standards for admission to the master's program involved.

Students will be admitted to the combined program at two levels, once for the undergraduate degree and once for the graduate degree. Tuition and fees will be paid on the basis of the level at which the student is currently registered. When the student has completed the requirements for a bachelor's degree and has been admitted to the graduate portion of the program, tuition and fees will be charged at the graduate rate.

Undergraduate students may complete up to 6 graduate credit hours which may be applied to the requirements for both degree programs. (This assumes a graduate degree requirement of up to 36 credit hours. In graduate programs with greater requirements, the number of credits applicable to both degrees may be increased).

Students are required to complete the graduation application and clearance process once for the bachelor's degree and once for the master's degree.

### Examinations

#### Master's Degrees

At least one comprehensive examination, the nature and scope of which are determined by the academic unit, is required.

An oral examination on the thesis may be required by the academic unit.

#### Doctoral Degrees

At least four comprehensive examinations are required, at least one of which must be oral. At least two of the comprehensive examinations must be written and must be taken within one year following the completion of the residence requirement. A qualifying examination and master's comprehensive examination, if taken at American University, may, at the discretion of the academic unit, be credited toward the comprehensive requirements for a doctoral degree. Comprehensive examinations given by other institutions will not be credited toward the satisfaction of degree requirements.

An oral examination on the dissertation is also required.

#### Examination Timetables

For both master's and doctoral degree students, the dean or department chair (or designated representative) determines the time and eligibility for taking the comprehensive, tool, and (where required) oral examinations.

Application to take comprehensive examinations is made to the academic unit on a standard form available from that office. After approval is obtained, the student pays the appropriate fee to Student Accounts. In most cases, students should plan to apply during the first week of classes of the semester in which they plan to take the examinations.

#### Examination Fields

Each college, school, or department offers its current list of standard comprehensive examination fields, including certain "core" fields and areas in which candidates in particular degree programs must present themselves for examination. In some disciplines it may be possible to choose an available field outside the major area of study.

#### Examination Grading

Usually each comprehensive written examination is read by two readers and is rated "distinction," "satisfactory," or "unsatisfactory" by each. In order to pass the examination, the candidate must obtain at least "satisfactory" from both readers in each of the examination fields. In the event of a disagreement in the ratings between readers as to whether or not the candidate should pass, a third reader is appointed to break the deadlock. Each dean or department chair may, however, elect to determine a different system of grading comprehensive examinations. Students should consult the specific college, school, or department to ascertain what system is used.

## **Re-examination**

**Comprehensive Examination:** A student who fails a comprehensive examination (other than a qualifying examination) may be permitted additional attempts within two years. The nature and extent of the examination to be retaken and the number of retakes allowed will be determined by the academic unit. Teaching units may establish their own rules for retaking qualifying examinations.

**Thesis and Dissertation Oral Examinations:** In the event of failure to complete the oral examination satisfactorily, the academic unit may, at its discretion, permit one retake.

## **Grade Point Average**

Students enrolled in a graduate program must maintain a cumulative grade point average of at least 3.00 (on a 4.00 scale) in order to remain in good standing and to graduate. The calculation of the graduate cumulative grade point average is specific to the program in which a student is enrolled. Only graduate-level American University courses that are accepted by the degree-conferring teaching unit as fulfilling degree requirements are included in the cumulative grade point average.

## **Minimum Grades**

No degree credit is earned by a graduate student for any grade lower than C (2.00 on a 4.00 scale) received in a graduate-level course. However, grades lower than C are used in calculating the grade point average.

## **Prerequisite Undergraduate Credit**

Credit earned in undergraduate courses taken as required prerequisites for other courses by graduate students may not be counted toward satisfying the total credit requirement for a graduate degree, and grades earned in such courses are not used in calculating the student's grade point average.

## **Interdisciplinary Studies**

Graduate students who want to pursue an M.A. or M.S. interdisciplinary degree must first be admitted to a school or college. In applying for admission, the prospective graduate student should alert the faculty of the teaching unit of his or her interdisciplinary goals. The initiative in formulating an interdisciplinary major is left to the student. The student is responsible for securing the advice and approval of three faculty advisors, at least one from each of the two or more disciplines involved in the interdisciplinary field, who will help in setting up the program. The student should select one of the three faculty advisors as the primary advisor who must be from the admitting school. The student, with the assistance of the faculty advisors, must formulate in writing and submit to the office of the dean the following items in the approved format and bearing the signatures of all three faculty members:

1. A statement of the central concept around which the interdisciplinary major is organized.
2. An explanation of why existing programs are inadequate to the student's purpose.
3. A list of all proposed courses—major, related, and tool—with prerequisites to these courses. Individually designed courses must be outlined by the student, after consultation with the faculty member.
4. A rationale for the selection of courses.
5. The title of each standardized comprehensive field, with a rationale for selecting it.
6. A statement of how the 6-hour research requirement is to be fulfilled. If the research requirement is not to be met by a thesis, specifics of the nonthesis option must be listed. If the choice is to write a thesis, the thesis proposal and names of thesis committee members must be specified.
7. The title of the interdisciplinary program and whether an M.A. or M.S. degree is to be awarded upon successful completion of the program.

A meeting of all three faculty advisors, the student, and a representative of the dean's office must be held before final approval of the major program. Approval or disapproval of an interdisciplinary major will be given by the dean's office within four weeks of receiving the proposal. In accepting the proposal, the dean's office certifies that the rules established for interdisciplinary studies have been followed and that courses necessary for completion of the program will be available, and it assumes administrative responsibility for monitoring the student's progress and clearing the student for graduation.

## **Leave of Absence**

If a student is unable to pursue course work or to work with faculty for a fall or spring semester, the dean of the student's teaching unit may authorize a leave of absence for one or two semesters, during which the student's enrollment status in the degree program would be maintained. During a leave of absence, the student is not entitled to use the services of the university. Time limitations for completing graduate degrees continue to apply during periods when students are on leaves of absence. Students may petition for an extension of candidacy at the time they apply for a leave or at a later time. Procedures for granting leaves of absence may vary among schools and colleges.

A graduate student taking a leave of absence because of military or government assignment required as a direct result of hostilities or war, or for incarceration resulting from refusal to accept induction under such circumstances, may receive tuition refund and have other charges prorated on the basis of the number of weeks during which the student was registered for classes in a given semester. If a student has completed at least ten weeks of a session, he or she may be given full credit for any course, subject to the approval of the instructor and department chair. Additional work may be required. No tuition refund will be given for courses for which credit was given.

A student whose studies are interrupted for the reasons stated above may resume study at American University in the same degree program, provided he or she returns within a period of six months following the completion of duties and provided that the degree program in which the student was enrolled is still offered. A student who wishes to be enrolled in a different degree program must apply for readmission.

## Maintaining Matriculation

Graduate students whose degree requirements are not completed and who have not been granted a leave of absence must register each fall and spring semester during regular registration periods for courses, for thesis or dissertation seminars, or for maintaining matriculation. Those who do not will be considered as having withdrawn. Such students may then reapply and, if readmitted, are governed by requirements and regulations in effect at the time of readmission.

During a semester when a student is not enrolled in credit course work but is utilizing the services of the university (e.g., to prepare for comprehensive examinations or complete research for the thesis or dissertation), the student maintains enrolled status by registering for maintaining matriculation, the equivalent of one graduate-level credit hour. Schools and departments may establish specific requirements as to when and for how many semesters students may be in maintaining matriculation status.

Students who change degree objective, college, or school, whose candidacy for an advanced degree expires, or who choose to conform to new regulations or requirements must be prepared to complete all requirements and abide by all regulations in effect at the time such a change is made.

## Statute of Limitations

Candidates for a master's degree must complete all degree requirements no later than three years after the date of first enrollment in the degree program. Candidates for the doctoral degree must complete all degree requirements no later than five years after the date of first enrollment in the doctoral program, or seven years if the doctoral program was entered directly from a bachelor's degree.

A student may petition for an extension of candidacy in a degree program for a limited period if such extension is sought before these time limits expire. In no case may the total amount of time granted in extensions of candidacy exceed three years. If, however, the time limit has expired, a student may seek readmission to the university for a period of no more than three years, less any time granted in previous extensions of candidacy.

Readmission to an advanced degree program may involve completing additional courses or other appropriate work. Any degree calling for additional undergraduate prerequisite courses has the statute of limitations extended for the amount of time required to complete them.

## Study at Another Institution

A graduate student, with the advice and counsel of the student's academic unit, may be able to take a graduate course available only at a nonconsortium institution. The student must secure advance approval in writing from his or her advisor and dean for specific courses. The student must conform to regulations governing the maintenance of matriculation at American University during each fall and spring semester, and must satisfy the residence requirement of the university.

Grades for transferred courses are not recorded on the American University permanent record or computed in the student's grade point average.

## Theses and Dissertations

### Thesis and Nonthesis Options

For master's candidates, the thesis is expected to demonstrate the student's capacity to do original, independent research. Some colleges, schools, and departments offer the opportunity to substitute a case study, an in-service project, an original creative work, or specific advanced research courses in lieu of a thesis. In each such case, the thesis seminar or other accepted alternative must be considered part of the residence requirement for the master's degree and must meet the standards of the individual college, school, and department as well as those of the university.

No academic credit is given for the master's thesis unless the student registers for the thesis seminar. However, a student should not enroll for this seminar until ready to start work on the formal thesis proposal or the thesis itself. Traditionally, an advisory committee is appointed for each candidate working on a thesis. The committee may be composed of no fewer than two members, at least one of whom must be a member of the full-time faculty. An oral examination by this committee is often required. Suggestions for revision may be made as conditions that must be met before members will sign the title page of the thesis. If the chair of the thesis committee or the department chair certifies failure to complete a satisfactory thesis, the student may be dismissed from the university.

A student who writes a thesis must adhere to the required form and content for the proposal and to the other procedures described in detail in the published guides that may be obtained from the office of the dean of the college or school.

Students electing the nonthesis option should consult the individual program descriptions and obtain specific departmental requirements from their teaching units. The university minimum requirement is two research-oriented courses. These courses must be completed with grades of B or better.

### Dissertation

Capping the requirements for the doctorate is the dissertation, together with the required oral examination of the dissertation by the student's teaching unit. Normally, the candidate must have completed all other academic requirements for the degree before the oral examination can be held.

A candidate who is declared ready to proceed to the dissertation must submit a dissertation topic proposal reporting the results of preliminary research. This proposal should contain, among other things, a concise statement of the major problem of research and of related supporting problems, the data to be used, a selected bibliography, a statement of the probable value or importance of the study, brief description of the methods to be used, and a preliminary outline of the dissertation in some detail.

After approval of the proposal by the candidate's advisor, it is presented to the dean of the college or school for final approval. Acceptance of the proposal indicates that the topic is a suitable one and that the dissertation will be accepted if developed adequately by the candidate. The university will take responsibility for directing research only in fields and problem areas that its faculty members feel competent to handle. Acceptance of a dissertation topic proposal under no circumstance commits any department or school or the university to accept the dissertation itself.

A dissertation advisory committee of three to five persons is usually appointed by the candidate's academic dean for each candidate undertaking a dissertation. After the draft manuscript has received the tentative approval of all members of the committee, the committee chair arranges for the oral examination. This covers the dissertation itself and the general field of study. Conditions to be met before final acceptance of the dissertation may be specified without necessarily holding a second oral examination.

#### **Thesis or Dissertation Progress**

It is the collective responsibility of the student, the student's advisor, and the student's committee to ensure that satisfactory progress is being made on the student's thesis or dissertation. The student may request, at least once each semester, that the committee meet with him or her to discuss progress.

#### **Final Manuscript**

Candidates are responsible for being familiar with and complying with the regulations concerning the form and preparation of the final manuscript, abstract, copyright, and so forth, which may be obtained from the dean or department chair of the teaching unit offering the doctorate. Deadlines are published in the Academic Calendar. These must be met if a candidate expects to receive a degree at the appropriate commencement.

#### **Filing of Thesis or Dissertation**

On completion of the final manuscript, a student obtains the signature of the department chair and dean on the Thesis/Dissertation Completion form, and takes the form and the manuscript to Student Accounts to pay the fee. This fee is required for entering into the mandatory agreement with University Microfilms. Every thesis and dissertation must be microfilmed. The student then proceeds to the Office of the Registrar for certification of the completion of degree requirements, and then to the library for filing of the manuscript. This procedure is to be followed after all other requirements for the degree have been satisfied.

#### **Publication**

It is the policy of the university to encourage publication of dissertations, case studies, and theses, with acknowledgment to the university. If substantial alterations are made before publication, this fact must be noted in the prefatory statement that gives acknowledgment.

#### **Tools of Research**

Each academic unit specifies the tool of research requirement. Tools should relate to research in the student's discipline. The student's satisfaction of tool requirements is certified by the teaching unit, but aid in ascertaining this may be sought outside the unit.

#### **Transfer of Credit**

The university is liberal in accepting credit earned in the past. Nonetheless, a student who has not been engaged in formal study for a number of years or whose study has been intermittent, at American University or elsewhere, must understand that full credit will not necessarily be granted for past work simply because it is a matter of record.

The evaluation of graduate work completed elsewhere by an entering graduate student, in terms of its applicability to the program at American University, will be made by the office of the dean or department chair concerned no later than the completion of 12 credit hours of course work at American University.

Up to 6 credit hours earned at another institution may be applied to a master's degree. Up to 36 credit hours earned at another institution may be applied to a doctoral degree, including 30 credit hours for a master's degree earned at another institution and 6 credit hours beyond the master's degree.

For transfer credit, individual courses (that is, courses not part of a completed master's program) must have been completed with grades of B or better and must have been completed within seven years of the beginning of the semester for which the student is admitted to degree status at American University. In no case may graduate credit be given for course work designated as undergraduate by the offering institution.

See also **Credit Hour and Residence Requirements**, or consult the individual department for further details.

#### **Transfer of Credit from One American University Advanced Degree to Another**

A student may transfer 6 credit hours from one master's degree earned at American University to another master's degree to be completed at American University (see the dual master's degrees option, below, for two master's degrees earned simultaneously). A student pursuing a second doctoral degree at American University may transfer a total of 36 credit hours from one doctoral degree to another. However, the student must complete an additional 36 credit hours of graduate work in residence in that new doctoral degree program.

In all cases students are required to meet the residency requirements established by the university and any further residency requirements which may be stipulated for each program by the individual departments.

#### Dual Master's Degrees Option

In the case of simultaneous *approved* registration in two master's degree programs, additional courses may be counted toward both degrees. The student must meet the admission criteria for each of the degrees and must be admitted separately to each degree program. The student must be admitted to the second program before completing the first. Admission to one degree program does not guarantee automatic admission to a second; each admission decision is separate and conducted according to established procedures for the particular degree.

All the course and other requirements for each degree program must be met, including the thesis or non-thesis research

option for each degree. Students must complete at least 48 credit hours in residence at American University with at least 24 credits unique to each degree. Individual departmental requirements may demand more than 24 credit hours for either or both degrees. Courses used to satisfy requirements for an undergraduate degree may not also be used to satisfy requirements for dual master's degrees.

The details of a student's dual master's degrees program must be approved by the department chair/degree program director and the dean or designee for each of the two degrees. Candidates for dual master's degrees must submit a formal petition to the directors of each master's program before the conferral date of the first degree. Students apply for and receive each degree upon completion of all the requirements for that degree. The degrees may or may not be completed simultaneously.

# **Academic Regulations**

- **Undergraduate Academic Standards and Degree Requirements**
- **Undergraduate University Degree Requirements**

## **Academic Load**

An undergraduate student admitted to and enrolled in a degree program usually registers for 15 credit hours each semester so that the required minimum of 120 credit hours for the bachelor's degree is completed in four years.

In any given semester, a student may carry a minimum of 12 credit hours and be classified and certified (for veteran's benefits, financial aid, etc.) as full-time for that semester. The additional credit hours must be made up through summer enrollment or by an overload (if approved by the dean) in another semester in order to maintain normal annual progress toward the degree, as is often required by the regulations of government agencies. Students are urged to become familiar with such regulations. A total of 19 credit hours is the maximum load permitted without special approval.

An undergraduate student wishing to register for more than 19 credit hours in a semester is required to have the approval of the academic advisor and the appropriate dean. The approval is for the overload, not permission for a specific course. A per-credit-hour tuition fee is assessed, in addition to the full-time tuition fee, for registered credit hours over seventeen.

## **Academic Probation and Dismissal**

An undergraduate student who fails to maintain the academic average required by the university and/or fails to make satisfactory progress toward a degree is subject to dismissal. A student who does not fulfill these criteria but who gives evidence of probable substantial improvement may, under certain circumstances and the discretion of the student's dean, be placed on academic probation for a specified period of time in lieu of being dismissed.

An undergraduate student who fails to maintain a 2.00 cumulative grade point average (GPA) during the first semester of full-time study (or the equivalent in part-time study) is subject to academic probation or dismissal. A student whose cumulative GPA after attempting or completing 24 credit hours (excluding courses in which the recorded grade is W) falls below 1.00 will

be dismissed. A student whose cumulative GPA is at any time between 1.00 and 2.00 may be dismissed or, at the discretion of the student's dean, placed on academic probation.

A student on probation may be subject to restrictions as to the course load for which he or she may register and is ineligible to hold office in student organizations or to participate in intercollegiate activities. The student may be given permission to participate in intercollegiate athletics at the end of a semester in which the student's cumulative GPA is raised to 2.00, even though the student's probation may extend for an additional semester. With permission of the student's dean, a student may complete the season of any collegiate sport in which he or she is participating at the time the student's cumulative GPA falls below 2.00.

Probationary and dismissal actions are made by the colleges and school each January, June, and August based on the student's academic performance. Students on academic probation are informed in writing of their status, the period of probation, and any conditions imposed by the student's dean.

A student who is dismissed may not be readmitted to the university or enroll as a nondegree student for a full calendar year after the effective date of the dismissal.

Actions involving academic probation and dismissal are entered on the student's permanent record and may not be removed.

## **Changes in Field of Study**

A student who wishes to change from one college or school to another, or from one major to another, must receive the permission of the dean or department chair in charge of the program to which the student wishes to transfer. A change in college, school, or major affiliation, when approved, may not become effective until the beginning of the next semester. It does not become effective if the student is suspended or dismissed. A student who changes a field of study may lose credit already earned in other study that is not appropriate to the new program.

## Class Standing

Undergraduate class standing is defined as follows:

Credit Hours Completed	Standing
0-29	Freshman
30-59	Sophomore
60-89	Junior
90 or above	Senior

It is university policy that no student shall be involuntarily subject to regulations and academic requirements introduced during the student's continuous enrollment in good standing in a single degree program if the new regulations involve undue hardships or the loss of academic credits earned to satisfy the requirements previously in effect.

Undergraduate students are governed by the following minimum requirements for the undergraduate degree (each teaching unit may have further major and major-related requirements). Undergraduate students are advised to consult their own advisor, department chair, or dean for detailed information.

## Credit Hour and Residence Requirements

### Associate Degree

The Associate in Arts degree requires the completion of at least 60 credit hours. At least 24 of the last 30 credit hours applied to the degree must be taken in residence at American University. A maximum of 36 credit hours may be transferred to the degree.

Students must complete at least 24 hours of courses in the General Education Program including one foundation course in each of the five curricular areas and one second-level course in each of three of the five curricular areas. Students must also fulfill the College Writing and English Competency Requirement and the University Mathematics Requirement.

### Bachelor's Degrees

The university offers the following bachelor's degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.), and Bachelor of Science in Business Administration (B.S.B.A.).

All bachelor's degrees require completion of at least 120 credit hours of course work. At least 45 credit hours out of the last 60 must be completed in residence at American University. A minimum of 15 credit hours must be completed at American University in upper-level courses in the student's major. A maximum of 75 hours may be transferred towards a bachelor's degree. Credit earned in any American University course, on or off campus, is residence credit. Credit earned by an American University student through the Consortium of Universities of the Washington Metropolitan Area is also residence credit.

Within the total 120 credit hours, students must fulfill a 6-credit-hour College Writing and English Competency Requirement, a 3-credit-hour University Mathematics Require-

ment, the General Education Requirement, and requirements for a major.

Undergraduates may count a maximum of 12 credit hours of internship and cooperative education field experience toward the 120 minimum credit hours required for graduation. The field experience credit hours that may be counted toward the requirements for a major or minor program may be fewer, as determined by the academic department, but may not exceed the maximum of 12 credit hours.

### Two Undergraduate Degrees

A student who fulfills all the requirements for two bachelor's programs (including major, major-related, and residence requirements) and earns a total of 150 credit hours may be awarded two bachelor's degrees.

In order to be eligible for the second bachelor's degree, the student must apply for admission to the second degree program, preferably by the end of the junior year. If the student is granted admission to the second program, then upon completion of all requirements for the first program and the award of the first degree, the student's status will be changed to the second program. The student must again apply for graduation to be granted the second bachelor's degree.

## Combined Bachelor's and Master's Degrees

A student admitted to a combined bachelor's/master's program (involving tentative admission to graduate standing, so that both a bachelor's and master's degree may be earned as the result of a planned program of studies during the junior, senior, and first graduate year) must follow a prescribed program of work, and the student's record must show which courses will be applied toward the undergraduate degree and which courses will be applied toward the master's degree.

Once admitted to a combined bachelor's/master's program, a student may not be denied entry into that master's program if that student completes the bachelor's program in good standing and meets university and teaching unit minimum standards for admission to the master's program involved.

Students will be admitted to the combined program at two levels, once for the undergraduate degree and once for the graduate degree. Tuition and fees will be paid on the basis of the level at which the student is currently registered. When the student has completed the requirements for a bachelor's degree and has been admitted to the graduate portion of the program, tuition and fees will be charged at the graduate rate.

Undergraduate students may apply 6 credit hours at the 500-level to the requirements for both degree programs. (This assumes a graduate degree requirement of up to 36 credit hours. In graduate programs with greater requirements, the number of credits applicable to both degrees may be increased).

Students are required to complete the graduation application and clearance process once for the bachelor's degree and once for the master's degree.

## **Grade Point Average**

Students enrolled in an undergraduate degree program must maintain a grade point average of at least 2.00 in order to remain in good standing and to graduate.

## **Evaluation of Progress**

An evaluation of each undergraduate student's progress is made by the office of the student's dean after each semester. In addition to the cumulative grade point average, this evaluation considers completion of all university requirements and the ratio of courses satisfactorily completed to all courses attempted by the student. Students who are not making satisfactory progress are informed in writing of the result of their evaluation and offered academic advising.

The university has no strict regulations governing the total amount of time an undergraduate student may take to fulfill the requirements for a degree, provided the student maintains the appropriate grade point average and gives evidence of being seriously interested in the eventual achievement of his or her academic objective.

## **Freshman Forgiveness**

A freshman who, during the first two semesters of full-time study, receives a grade of F or X in a course may repeat the course at American University within the calendar year thereafter, or in the next two regular semesters in which the student is enrolled. If the course is not offered within that time, the student may use the option the next time it is offered. No grade is removed from the student's record, but only the grade earned the second time the course is taken is used in calculating the grade point average for purposes of making decisions concerning probation, dismissal, and required average for graduation.

A part-time undergraduate or nondegree student who, during the first 30 credit hours of study, receives a grade of F in a course may repeat the course at American University within one calendar year after the semester in which the grade of F was received, with the resulting cumulative index benefits stated above.

The freshman forgiveness rule does not apply to transfer students even though they may have entered the university with freshman status.

## **Graduate Credit**

Senior students, with the written permission of their department chairs or deans, may enroll in specifically approved graduate courses not required for their undergraduate programs. Such courses must be designated in writing as graduate-degree credit at the time the student registers for them. A copy of this written agreement must be filed in the Office of the Registrar. Retroactive application of these credits for such purposes is not permitted. Credit for these courses may be applied toward meeting the course requirements for a graduate degree after the student has been awarded an undergraduate degree if the student is then admitted to a graduate degree program.

## **Leave of Absence**

Undergraduate students desiring a leave of absence for reasons other than study at another collegiate institution should request an appointment with their dean. If it seems desirable to guarantee the student an automatic readmission, the dean will issue a permit for leave of absence. This permit will specify a limitation, one year at most, of automatic readmission to the same undergraduate program.

The permit becomes void if the student attends any domestic or foreign collegiate institution during the period of leave. In such instances, the student must obtain a permit to study at another institution before leaving American University.

## **Major Requirements**

Each undergraduate must complete at least 36 credit hours in the degree major and related courses, no fewer than 15 of which must be earned in upper-level courses taken in residence at American University.

A grade of C (2.00) or better is required for each major, major-related, or minor course. Students should note that a C- does not qualify and any course with a C- or lower will have to be repeated or an equivalent course taken to satisfy the major requirement involved. Courses in the major may be taken on a pass/fail basis only with permission of the student's dean or department chair.

## **Declaration of Major**

By the end of the sophomore year, if not before, each student must choose and formally declare an academic major.

Admission to the university in an undergraduate program does not automatically constitute admission to a major program. Acceptance is official only when specific approval has been granted by the department chair or program director.

## **Multiple Majors**

A student may complete multiple majors by satisfactorily passing the major and major-related course work required by the departments or schools.

If the majors are pursued in different schools, the student must designate when declaring the majors which school he or she will be enrolled in and graduated from. The student will need to satisfy the general requirements of that school only. If a student is majoring in recognized majors that lead to different degrees (e.g., B.A. and B.S.), the student specifies which of the degrees is to be awarded. A student may apply the same course to each major program in which it meets the requirements.

## **Interdisciplinary Majors**

In addition to the established major programs, students have the option of constructing their own major programs leading to a B.A. or B.S. in Interdisciplinary Studies. To design and complete an interdisciplinary major, a student must have the approval of three faculty members who represent the various disciplines involved in the interdisciplinary field. The major advisor must be a full-time faculty member. The student applies for

permission to undertake an interdisciplinary major to the dean of the school or college in which he or she is enrolled. If the focus of the interdisciplinary program makes a change of college or school affiliation advisable, the student must follow the procedures for changes in fields of study.

Interdisciplinary major programs must include a total at least 42 credit hours with grades of C or better, including 36 credit hours selected to form an academically sound, unified, and well-defined program, and 6 credit hours in independent study or senior seminars supervised by the major advisor and focused on the program's central concept. With prior approval, an appropriate internship or advanced level course may be substituted for all or part of the 6-credit hour independent study.

At least 75 percent of the 36 credit hours must be upper-level as defined by the teaching units that offer them. Students are encouraged to include at least two 500-level courses, although in some areas this may not be possible. A maximum of 18 credit hours of work completed prior to the semester in which application is made may be included in the program.

Students must have at least a 2.50 grade point average (on a 4.00 scale) to be accepted. All arrangements should be completed by the end of the first semester of the junior year, except by special permission of the appropriate dean, and no earlier than the second semester of the freshman year.

The student must submit a completed Interdisciplinary Studies Major Program Form, with required attachments and bearing the signatures of the major advisor and the two sponsors, to his or her dean. Information submitted must include the following:

1. A statement of the central concept of the major and an explanation of its interdisciplinary character.
2. A statement demonstrating that existing programs do not satisfy educational needs or vocational goals of the student.
3. An outline of the academic requirements of the major, including a list of all required courses and a tentative schedule for their completion. Individually designed courses must be outlined.
4. A Declaration of Major Form, which must specify the name of the major and whether a B.A. or a B.S. degree is to be awarded upon successful completion of the program.

In accepting the proposal for an interdisciplinary major, the dean's office certifies that the rules established for interdisciplinary studies have been followed and that courses necessary for completion of the program will be available, and assumes administrative responsibility for monitoring the student's progress and clearing the student for graduation.

## **Minors**

Specific course requirements for minors are listed under departmental programs. All minor programs consist of a minimum of 18 credit hours, including at least 9 credit hours at the 300 level or above. For all minors, at least 9 credit hours of the stated requirements must be taken in residence at American University. At least 12 credit hours of the minor must be outside of the course requirements for each major the student is pursuing. A

grade of C (2.00) or better is required for each course used to satisfy the requirements of a minor.

Students should consult with their advisors as to the procedure for declaring a minor. Minors are noted as a comment on the student's permanent record at the time of graduation, but will not appear on the student's diploma.

## **Interdisciplinary Minors**

In addition to established minors, students have the option of constructing their own minor programs. To design and complete an interdisciplinary minor, a student must have the approval of two faculty members who represent the disciplines involved. Interdisciplinary minors must include a total of 24 credit hours with grades of C or better, including at least 9 credit hours at the 300 level or above, selected to form an academically sound, unified, and well-defined program. For all minors, at least 9 credit hours of the stated requirements must be taken in residence at American University. At least 12 credit hours of the minor must be outside of the course requirements for each major the student is pursuing.

## **Pass/Fail**

Students may take up to 50 percent of their courses on a pass/fail basis. If a student's major department approves, this percentage may be greater. Courses in the student's major must be taken for a letter grade unless special permission is given by the dean or department chair. The grade of P (pass) is not used in calculating the grade point average. (For more information, see the Academic Information and Regulations chapter.)

## **Resuming Study**

Students who cease to attend the university for an entire semester, whether voluntarily or not, may not resume study until they have been readmitted. Readmitted students are subject to all regulations and must meet all requirements in force when studies are resumed unless other arrangements have been agreed to in writing by the student's dean before the beginning of such an absence.

Students who change degree objective, college, or school, or who choose to conform to new regulations or requirements, must be prepared to complete all requirements and abide by all regulations in effect at the time such a change is made.

## **Study at Another Institution**

Study at another institution is usually undertaken during the summer or as part of an overseas program.

An enrolled student who plans to take courses at another college or university for transfer credit to American University must be in good academic standing and must receive prior approval from the student's department chair and dean using the Permit to Study Abroad form or the Permit to Study at Another U.S. Institution form. For study abroad, approval is also required from the AU Abroad director. If the course to be taken is outside the area of the student's major, the chair of the department which

would offer credit for such a course must also approve the permit. Approval is granted for specific courses.

The visited institution, if in the United States, must be regionally accredited. Students who have earned 60 or more credits toward their degrees (junior standing) at the time they undertake work at another U.S. institution may have credit transferred only from institutions accredited for granting bachelor's or higher degrees. With departmental approval, transfer credit is applicable toward the requirements of a major.

Transfer credit may be used to fulfill General Education Requirements through the evaluation of equivalent courses taken at another institution and with the approval of the student's dean. Because of the special nature of the program, after the student has been admitted to American University no credit toward General Education Requirements may be earned through transfer credit.

## Study Abroad

American University offers numerous study abroad programs through the AU Abroad Program. Students may also participate in study abroad programs offered by other institutions that are part of a regionally accredited U.S. college or university, and are recorded on the transcripts of those institutions. For determination of regional accreditation, the publication *Credit Given* is the accepted reference.

After consultation with and approval of the student's dean and the AU Abroad director, application is made directly to the institution for admission to its foreign study program. Transfer credit will be granted on the basis of the transcript from the sponsoring U.S. college or university.

Students may also attend institutions abroad not affiliated with an American college or university. Requests for transfer credit must be made on a Permit to Study Abroad form and must be approved before the student registers at the foreign institution. The institution to be visited must be approved by the student's dean and the AU Abroad director. The student's dean and academic advisor review the official transcript when the student returns to confirm course approval, and forward the transcript and evaluation to the Office of the Registrar for transfer of approved credit. The student's academic advisor and dean also approve the academic areas or specific courses of study.

Students who complete the Permit to Study Abroad form and enroll in a non-AU study abroad program are required to pay the Permit to Study Abroad fee for each semester, including summer, they are registered.

## Transfer of Credit

The Admissions Office evaluates official documents showing previous college-level work completed. Individual teaching units determine how this credit will apply to specific degree programs.

Grades and quality points earned in courses accepted for transfer will not be included in the grade point average to be

maintained at American University, but the credits will count toward the total number required for graduation.

Transfer students may normally expect to receive credit for courses taken at collegiate institutions that were, at the time the courses were taken, regionally accredited or recognized candidates for accreditation. These courses must be appropriate for academic credit at American University towards an undergraduate degree program. A maximum of 75 credit hours will be accepted on transfer from four-year collegiate institutions. A maximum of 60 credit hours will be accepted from two-year collegiate institutions. A maximum of 75 credit hours from all institutions of higher education may be transferred toward a bachelor's degree.

A maximum of 30 credit hours will be accepted on transfer for a combination of relevant work completed satisfactorily in college-level Armed Services School courses, U.S. Armed Forces Institute correspondence or extension courses, or any Military Occupational Skills (MOS) courses completed with a grade of 70 or better, as recommended at the baccalaureate level by the American Council on Education and which is appropriate for academic credit as determined by the Admissions Office after consultation with the appropriate academic unit.

A maximum of 30 credit hours may be granted for a combination of relevant work completed in college-level nondegree, correspondence or extension courses completed at an accredited institution provided the course work is recognized by that institution for credit toward a degree, and is appropriate for academic credit as determined by the Admissions Office after consultation with the appropriate academic unit.

Transfer students may be awarded credit for satisfactory scores in subject examinations of the College Level Examination Program (CLEP). Students may not receive credit for a subject examination if a course comparable in content has been accepted in transfer by the university, or if the student failed such a course (see Advanced Standing, below). Official score reports must be sent directly to the Admissions Office from the Educational Testing Service. No transfer credit towards the General Education requirements may be earned once the student has matriculated at American University.

### Advanced Standing

Up to 30 credit hours will be accepted from one or a combination of Advanced Placement (AP), International Baccalaureate, and CLEP subject examinations. Upon recommendation of the appropriate teaching unit, advanced standing may be awarded or a course requirement waived for an entering student on the basis of performance in the Advanced Placement Examination Program of the College Entrance Examination Board, the Higher Level subjects of the International Baccalaureate Program, or successful performance in the Subject Examination Program of the College Level Examination Program (CLEP).

All undergraduate students in a degree program are eligible for course credit, with advanced placement where appropriate, on the basis of performance on the CLEP subject examinations,

if the student has not failed or completed a credit-bearing course comparable in content.

Course credit, with advanced placement where appropriate, will be assigned for successful performance in the Subject Examination Program of CLEP, contingent upon the specification of norms and upon approval of the appropriateness of the content of the examinations by the teaching unit concerned. Selected CLEP examinations may be applied to up to four courses to meet General Education requirements (see below). Credit toward General Education requirements may be awarded only for examinations taken prior to entering American University. Under no circumstances will students be permitted to re-take a subject examination.

Students should consult with their advisors as to how examinations will apply to their degree programs. Information on registering for CLEP subject examinations may be found at [www.collegeboard.org/clep](http://www.collegeboard.org/clep).

**The following are CLEP Subject Examinations accepted by American University for the 2006-07 academic year:**

American Government (AU course equivalent GOVT-110G\*)  
 American Literature  
 Analysis and Interpretation of Literature plus essay  
 Biology  
 Calculus with Elementary Functions  
 College Level French Language  
 College Level German Language  
 College Level Spanish Language  
 Information Systems and Computer Applications  
 Introduction to Educational Psychology  
 English Literature  
 General Chemistry (AU course equivalent CHEM-110G and CHEM-210G\*)  
 Introductory Psychology  
 Human Growth and Development  
 Principles of Management  
 Introductory Accounting  
 Principles of Marketing  
 Principles of Macroeconomics (AU course equivalent ECON-100G\*)  
 Principles of Microeconomics (AU course equivalent ECON-200G\*)  
 Introductory Sociology (AU course equivalent SOCY-210G\*)  
 \* course equivalents for General Education credit

## Undergraduate University Degree Requirements

### College Writing and English Competency Requirement

All students must be able to write in English with a level of mastery equivalent to the demands of college course work. In addition, students need to acquire the critical reading skills needed for all their college courses.

Students satisfy the College Writing and English Competency requirement by taking one of the required 6-credit course sequences listed below during the freshman year. Students must achieve a grade of C or better. Nonnative and native speakers of English must meet the same requirements:

- LIT-100 College Writing and  
LIT-101 College Writing Seminar
- LIT-102 College Writing and  
LIT-103 College Writing Seminar  
(for students who need extra work on language skills)
- LIT-130 Honors English I and  
LIT-131 Honors English II

The College Writing and English Competency requirement may also be satisfied through:

- Advanced Placement English Test score of 4 or 5.

• Transfer students who present 6 hours of acceptable composition credit from another institution satisfy the College Writing and English Competency requirement by passing the English Competency Examination. Transfer students who present 3 hours of acceptable composition credit from another institution may satisfy the College Writing requirement by passing the course in the College Writing sequence for which they have not been given credit with a C or better.

In those cases when a competency examination is required, students failing the exam twice must enroll in LIT-180 Writing Workshop and must pass the course with a grade of C or better.

The English Competency Examination is administered by the College Writing Program in the Department of Literature. Students who do not pass the examination may schedule a meeting with a writing consultant in the Writing Center who will review the student's exam, explain the deficiencies, and offer counsel about additional work on writing skills through courses, Writing Center tutorials, or independent study. A preparation packet for the examination, including a practice exam, is available at the Department of Literature, Battelle 237 or the Writing Center, Battelle 228. For more information about the exam, contact the director of the College Writing Program at 202-885-3911. To schedule an appointment at the Writing Center, call

202-885-2991. Nonnative and native speakers of English must meet the same requirements, although nonnative speakers are afforded extra time to complete the English Competency Examination.

## University Mathematics Requirement

All students must demonstrate skills in mathematics and quantitative reasoning at the college level. Students who do not satisfy this requirement by examination as specified below must enroll in an appropriate mathematics course before the completion of 30 credits at American University and must continue to enroll each semester until the requirement is satisfied. After students have matriculated at American University, no credit toward the University Mathematics Requirement may be earned through transfer credit. Students meeting the requirement through course work must receive a C or better. The University Mathematics Requirement may be satisfied in one of the following ways:

- Earning a grade of C or better in any American University mathematics course at the level of MATH-15X Finite Mathematics or above or any American University statistics course in the Department of Mathematics and Statistics. This includes, for example:

MATH-150 Finite Mathematics,  
MATH-151 Finite Mathematics,  
MATH-155 Finite Mathematics: Elementary Models,  
MATH-157 Finite Mathematics: Business,  
MATH-170 Precalculus Mathematics,  
MATH-211 Applied Calculus I,  
MATH-221 Calculus I,  
STAT-202 Basic Statistics.

The Department of Mathematics and Statistics will recommend placement of students in mathematics courses. Students whose placement is below MATH-15x Finite Mathematics must take MATH-022 Basic Algebra before enrolling in Finite Mathematics. Students whose placement is above Finite Mathematics may enroll in Finite Mathematics to satisfy the requirement but are to be encouraged to enroll in appropriate sections of the course, as designated by the Department of Mathematics and Statistics.

Students may also satisfy the University Mathematics Requirement through examination:

- AP Calculus AB or AP Calculus BC score of 3, 4, or 5
- AP Statistics score of 3, 4, or 5
- SAT II Mathematics Level II Achievement test score of 650
- CLEP Calculus examination score of 75%
- British A-level mathematics examination with a passing grade
- International Baccalaureate higher-level mathematics examination score of 6 or above

Transfer students and graduates of secondary schools outside the United States may also satisfy this requirement by:

- Passing one of the examinations given by the Department of Mathematics and Statistics which demonstrate competence equivalent to having successfully completed one of the following courses: MATH-15x Finite Mathematics, MATH-211 Applied Calculus I, or STAT-202 Basic Statistics. Only one of these examinations may be taken and that examination may be taken only once, during the first semester for which the student is enrolled in degree status or

Transferring a course named "Calculus I" or a mathematics course for which "Calculus I" is the prerequisite with a grade of B or better from an AG-rated collegiate institution.

Eligible students should contact the Department of Mathematics and Statistics for more information about the Mathematics and Statistics Equivalency Examination.



# General Education Program

- Curricular Area Requirements
- Questions about General Education
- Curricular Area Course Clusters

The General Education Program is designed for all undergraduate students regardless of degree program. Aimed at building a strong intellectual foundation, the General Education requirements are drawn from five curricular areas. The program is designed to be completed during the first two years of study, allowing students ample time to pursue a major as well as study abroad, internships, and cooperative education.

## General Education Program Definitions

**Curricular Area (or "Area"):** One of the five content-specific subdivisions of the General Education Program

1. The Creative Arts
2. Traditions that Shape the Western World
3. Global and Multicultural Perspectives
4. Social Institutions and Behavior
5. The Natural Sciences

The Area is represented after a course title as the first number in the following: 1:x, 2:x, 3:x, 4:x, or 5:x.

**Foundation course:** A 100-level course in the General Education Program. *Note:* All courses taken for General Education credit have a "G" in the course number.

**Second-level course:** A 200-level course in the General Education Program. *Note:* All courses taken for General Education credit have a "G" in the course number.

**Level:** Refers to whether a course is a foundation or a second-level course. The level is represented after a course title as the second number in the following x:1 or x:2.

**Cluster:** One of two groups of courses (several foundation courses and a larger number of second-level courses) in a Curricular Area.

**Sequence:** A specified order for taking General Education classes: take a foundation course first and follow it with one of the second-level courses from the same cluster.

**Discipline:** Refers to the subject prefix in a course number regardless of academic department or course content. For example, the course number PHIL-105G refers to a philosophy course; the course number RELG-210G refers to a religion course. Although these courses are in the Philosophy and Religion Department, they have different prefixes and are in different disciplines. The course number ARTH-105G refers to an art history course; the course number HIST-100G refers to a history

course. Although these courses are both about history, they are in different disciplines.

## Curricular Area Requirements

Students select courses from those that are designated as General Education courses. Students choose two courses, one foundation course and one second-level course in the same cluster, in each curricular area.

Each curricular area offers students a choice of one of two course clusters comprising several foundation courses any of which may lead to a larger number of second-level courses.

Courses at the foundation level introduce students to the fundamental concepts, issues, and achievements in the disciplines. Courses deal explicitly with the appropriate processes and standards for gathering and evaluating information (quantification, experiments, primary sources, authoritative texts) and interpretation (methods of investigation and analytic skills) in a specific disciplinary field. All science foundation courses include laboratory experience. The courses are designed to help students achieve a broad view of how different disciplinary viewpoints and fields of knowledge can contribute to their understanding of themselves and the world around them.

General Education foundation courses differ from traditional survey courses by integrating into the course some of the perspectives and foundation skills essential to a full education.

These elements include the following, as appropriate:

- writing experience to enhance basic communication skills and to reinforce what is taught in the College Writing program
- a critical thinking component to enhance the ability to make and analyze judgments based on reasoning and evidence and to evaluate the reliability of sources of information
- recognition of the ethical issues pertinent to the field or discipline
- development of quantitative and computing skills
- development of intuitive, creative, and aesthetic faculties, and the ability to connect these with reasoning skills
- attention to a variety of perspectives, including those perspectives that emerge from the new scholarship on gender, race, and class as well as from non-Western cultural traditions

- a global perspective
- information literacy to evaluate the myriad sources of knowledge in a complex electronic environment

The second-level courses follow specific groups of foundation courses, forming a coherent curricular sequence and reinforcing the learning objectives of the foundation course. The foundation courses selected from a variety of disciplines assure breadth in the student's program while the second-level courses build on the foundation and encourage study in depth.

## **Course Selection**

Students select two courses, a foundation course followed by a more specialized course in an approved sequence, in each curricular area. Students will not be able to satisfy General Education Requirements with more than two courses in any one discipline even though a discipline may have courses included in more than one curricular area. Courses required for College Writing and University Mathematics do not count in the two-course limit.

## **Prerequisites**

A second-level course may not be taken for General Education credit until after the prerequisite foundation course has been satisfactorily completed. Students who have placed at or below Finite Mathematics must satisfy the University Mathematics Requirement before enrolling in a foundation course in the Natural Sciences curricular area. Students who have placed above Finite Mathematics may take the foundation course in the Natural Sciences curricular area at the same time they take the course work satisfying the University Mathematics Requirement, or even beforehand.

## **Relation to the Major**

The requirements for the major, the area of a student's academic concentration, are listed under individual degree programs. Many of the courses in the General Education Program also meet requirements of the major. Students interested in a double major need to plan ahead if they expect to fulfill all requirements within 120 credit hours.

## **Grading Requirements**

To receive General Education credit, a student must successfully complete a General Education course with a grade of D or better. Students may elect to take a General Education course on a pass/fail basis. However, if the course is also being taken to fulfill a requirement for the major the grading policies for that program should be consulted.

## **Advanced Placement Credit**

Students presenting a 4 or 5 on the Advanced Placement examination, 75% on the CLEP examination, or grades for which they have received credit from the British A Levels, CEGEP, International Baccalaureate, German Abitur, or other international credential for which they have been granted credit by American University may apply the credit for up to four courses to meet General Education requirements in any of the five curricular areas. Credit for General Education may only be awarded when specific General Education courses, which have been so designated, match particular exam results (with the exception of the CEGEP and German Abitur, which are handled ad hoc) and only for examinations taken prior to entering American University. Specific information regarding application of this principle is contained in the "General Education Advanced Placement Credit Articulation" effective for the academic year of admission. This document is maintained by the General Education office and is available in all advising units.

## **Transfer Students**

Transfer students satisfy their General Education Requirements through a combination of appropriate transfer courses and completion of courses in the General Education Program at American University. Through the evaluation of equivalent courses taken at another institution and with the approval of a student's dean, transfer credit may fulfill all 30 credit hours. In some cases, students supplement transfer credit with General Education courses taken at the university to meet the 30-hour requirement. The need to satisfy sequences is waived when 6 hours in a curricular area are accepted for transfer credit.

## **Associate in Arts Degree**

In the fields in which the university offers an associate degree, this degree requires the completion of at least 60 credit hours. Twenty-four hours of courses must be in the General Education Program, to include one foundation course in each of the five curricular areas and one second-level course in each of three of the five curricular areas.

## **Study at Another Institution**

Transfer credit may be used to fulfill General Education Requirements through the evaluation of equivalent courses taken at another institution and with the approval of the student's dean. Because of the special nature of the program, after the student has been admitted to a degree program at American University no credit toward General Education Requirements may be earned through transfer credit.

## General Education and the University Mathematics Requirement

All students must fulfill the University Mathematics Requirement before enrolling in their first (foundation level) course in the Natural Sciences curricular area (Area 5), unless they have placed above Finite Mathematics. Students who have placed above the level of Finite Mathematics may take the foundation course before or concurrently with course work taken to satisfy the University Mathematics Requirement.

## Questions about General Education

### *Who has to complete the General Education Program?*

All American University undergraduates must fulfill General Education requirements.

### *How many courses do I take?*

You must take two courses in each of the five Curricular Areas (for a total of ten). First select one of two course clusters in an area. Take it as a foundation course and then follow it with a second-level course that appears in the same cluster. This sequencing is essential to the concept of the program, as each second-level course links in content to particular foundation courses.

### *Is it possible to take a second-level course before taking the foundation course?*

No, if you are taking the courses for General Education credit, the foundation courses serve as a prerequisite for second-level courses.

### *What if a course closes before I can register for it or it's not offered the semester I want to take it?*

Almost all courses are offered at least once a year, so wait until next semester and see if it fits into your schedule. Or, you may take a different course if it's compatible with your schedule and you've met all the prerequisites. However, if it's a second-level course, be sure it's in the same cluster as the foundation course you've taken.

### *How many courses may I take from each discipline for General Education credit?*

Although some academic departments have courses in several Areas, you may not take more than two General Education courses in a discipline. For example, you may only take two sociology courses (course numbers beginning with SOCY) out of your ten General Education courses.

### *What grade do I have to get in my General Education classes?*

You must get a D or better in order to get General Education credit. You may also take a General Education class on a pass/fail basis. However, if you are taking a General Education class to fulfill a requirement towards your major, you may need a different grade. Check with the appropriate academic department to be sure.

### *May I take a General Education course, but not for General Education credit?*

Yes, you may be able to count courses in the General Education Program towards your major or minor requirements, or for elective credit. Courses are offered for non-General Education credit under the same course number but without the "G." For example, ECON-100G is also offered as ECON-100 for students not taking it for General Education credit.

### *May I spread out my General Education courses over four years?*

The program is designed so that it can be completed in your first two years. You should finish your General Education requirements as soon as possible to keep your last years open for off-campus opportunities, such as internships and study abroad. If you have not yet completed your math requirement, it is essential that you speak to your advisor about its connection to the Area 5 Natural Sciences requirement.

### *Is there any way I can be exempted from the General Education requirements?*

No, all undergraduate students at American University must complete the General Education Programs as well as the College Writing and University Mathematics requirements.

### *May I use my advanced placement credits towards General Education requirements?*

Students presenting a 4 or 5 on the Advanced Placement examination, 75% on the CLEP examination, or grades for which they have received credit from the British A Levels, CEGEP, International Baccalaureate, German Abitur or other international credential for which they have been granted credit may be able to apply the credit for up to four courses to meet the General Education requirements in any of the five Curricular Areas. Credit for General Education may only be awarded when specific General Education courses, which have been so designated, match particular exam results (with the exception of the CEGEP and German Abitur, which are handled ad hoc) and only for exams taken prior to entering American University. Specific information is contained in the General Education Advanced Placement Credit Articulation effective for the academic year of admission. This document is maintained by the General Education Office and is available in all advising units and on-line at: [www.gened.american.edu](http://www.gened.american.edu). Click "Students" at the top of the page.

### *What if I want to take a General Education course at another school or use a study abroad course for General Education credit?*

Due to the unique nature of General Education courses and how they're taught, once students are enrolled, they must complete all General Education courses at American University.

Courses at other institutions or other American University courses may not be substituted.

*Do transfer students have to complete General Education requirements?*

Yes, transfer students must still fulfill General Education requirements. However, courses taken prior to admission to American University will be matched with General Education courses to determine whether they qualify for credit in the program. It is technically possible for all ten courses to be transferred with a dean's approval. If a student transfers both courses in one Curricular Area, the sequencing requirement is waived.

*Where do I go for help in planning my General Education courses?*

Students should take the responsibility of planning which General Education courses they will take, making sure they follow all program requirements and rules. Each semester before registering on-line, you will be reminded to review your electronic degree audit report, which will indicate the General Education requirements you still need to fulfill. If you have questions or are having difficulty in choosing a particular course, your academic advisor or the publications available on campus and on-line at [www.gened.american.edu](http://www.gened.american.edu) may be able to assist you. You may also contact the General Education office at 202-885-3879 or e-mail: [gened@american.edu](mailto:gened@american.edu).

*What's the connection between the General Education Program and the University Mathematics Requirement?*

You must fulfill the University Mathematics Requirement before enrolling in your first (foundation level) course in the Natural Sciences curricular area (Area 5), unless you have "placed" above Finite Mathematics. If you have placed above the level of Finite Mathematics, you may take the foundation course in Area 5 before or concurrently with course work taken to satisfy the University Mathematics Requirement.

## Most Important Program Regulations

- Be sure the courses you take for General Education have a "G" in the course number.
- Take a foundation and second-level course in sequence from the same cluster in each curricular area.
- Take the foundation course before the second-level course, unless the credit for the second-level course is accepted through transfer.
- Do not take more than two courses from any single discipline as indicated by the subject prefix (for example, BIO is Biology and HIST is History) for General Education credit (including transferred courses).
- Fulfill the University Mathematics requirement before enrolling in the Natural Sciences curricular area, unless you have placed above Finite Mathematics.
- Once enrolled, all courses to fulfill General Education requirements must be taken at American University.
- You must pass a General Education course with a grade of D or better. You may take a General Education course Pass/Fail if the course is not taken for your major or if your major program allows the Pass/Fail option.

# Curricular Area 1: The Creative Arts

---

This dimension of the curriculum is designed to develop an informed understanding of literary and artistic creativity and of the distinct aesthetic languages of the visual arts, literature, music, theater, and dance. Students gain this understanding through the study of historical and contemporary examples of the arts and letters, or through the disciplined practice of a creative art form.

## Course Goals

- study classic works of the human imagination
- critically analyze creative works from the viewpoints of form, style, and meaning
- understand how and by whom aesthetic value judgments have been made historically
- examine the nature of imaginative and intuitive thinking

- consider the relationship between problem solving and creativity
- develop aesthetic sensibility, discernment, and informed judgments
- explore the interaction of art and society
- develop creative and expressive abilities in order to understand the qualities that shape an artist's work

**Foundation Courses:** Students select a 100-level course in one of the two clusters.

Second-level Courses: Students select a 200-level course in the same cluster as the foundation course.

## Cluster One: Understanding Creative Processes

### Foundation Courses

- ARTS-100G Art: The Studio Experience  
 LIT-105G The Literary Imagination  
 PERF-110G Understanding Music  
 PERF-115G Theater: Principles, Plays and Performance

### Second-Level Courses

- ARTS-205G The Artist's Perspective: Drawing  
 ARTS-210G The Artist's Perspective: Painting  
 ARTS-215G The Artist's Perspective: Sculpture  
 LIT-215G Writers in Print/in Person  
 PERF-200G Dance and Society  
 PERF-205G Masterpieces of Music  
 PERF-210G Greatness in Music  
 PERF-225G The African American Experience in the Performing Arts

### Wild Card Courses

- GNED-210G General Education Area 1 Topic  
 Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

## Cluster Two: Understanding Creative Works

### Foundation Courses

- ARTH-105G Art: The Historical Experience  
 COMM-105G Visual Literacy  
 LIT-120G Interpreting Literature  
 LIT-135G Critical Approach to the Cinema

### Second-Level Courses

- ANTH-225G Language and Human Experience  
 ARTH-210G Modern Art: Nineteenth and Twentieth Centuries  
 ARTH-215G Architecture: Washington and the World  
 LIT-225G The African Writer  
 LIT-245G The Experience of Poetry  
 LIT-270G Transformations of Shakespeare  
 PERF-215G Opera on Stage and Film  
 PERF-220G Reflections of American Society on Stage and Screen  
 PHIL-230G Meaning and Purpose in the Arts

### Wild Card Courses

- GNED-210G General Education Area 1 Topic  
 Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

## Curricular Area 2: Traditions that Shape the Western World

This curricular area aims to enrich students' knowledge and appreciation of Western civilization. Courses explore the people, forces, events, and institutions that have shaped history, and the various philosophical, religious, and ethical questions that provide the foundation for moral choice. Students become aware of the accomplishments and limitations of particular cultures, of how our lives today reflect the past from which we evolved, and of how ideas about the past shape perceptions of the present and plans for the future.

### Course Goals

- understand the historical and philosophical traditions that shape the Western world
- recognize that Western intellectual traditions are defined by diversity as much as by commonality, by both resistance to and enrichment by influences from the rest of the world, and that challenge to authority has been a distinctive characteristic of these traditions
- read and discuss fundamental texts from these traditions

- examine and assess evidence, draw conclusions, and evaluate the meaning of these conclusions
- examine historical and philosophical issues critically and comparatively
- consider the contributions of ethical and religious systems to human life
- discuss the complex interplay between the rich varieties of tradition and the necessity of change

### Foundation Courses: Students select a 100-level course in one of the two clusters.

Second-level Courses: Students select a 200-level course in the same cluster as the foundation course.

### Cluster One: Cultures of the West

#### Foundation Courses

- ARTH-100G European Art: From Cave to Cathedral  
 HIST-100G Historians and the Living Past  
 HIST-110G Renaissance and Revolutions:  
     Europe, 1400–1815  
 LIT-125G Great Books That Shaped the Western World  
 WGST-150G Women's Voices through Time

#### Second-Level Courses

- ANTH-235G Early America: The Buried Past  
 ARTH-205G Art of the Renaissance  
 HIST-205G American Encounters: 1492–1865  
 HIST-215G Social Forces that Shaped America  
 JWST-205G Ancient and Medieval Jewish Civilization  
 JWST-210G Voices of Modern Jewish Literature  
 LIT-235G African American Literature  
 LIT-240G Asian American Literature  
 LIT-265G Literature and Society in Victorian England

### Cluster Two: Western Heritage and Institutions

#### Foundation Courses

- GOVT-105G Individual Freedom vs. Authority  
 HIST-115G Work and Community  
 JLS-110G Western Legal Tradition  
 PHIL-105G Western Philosophy  
 RELG-105G The Religious Heritage of the West

#### Second-Level Courses

- COMM-270G How the News Media Shape History  
 HIST-235G The West in Crisis, 1900–1945  
 JLS-225G American Legal Culture  
 LFS-230G The Modernist Explosion: Culture and Ideology in Europe  
 PHIL-220G Moral Philosophy  
 PHIL-235G Theories of Democracy and Human Rights  
 PHYS-230G Changing Views of the Universe  
 RELG-220G Religious Thought  
 SOCY-215G The Rise of Critical Social Thought

### Wild Card Courses

- GNED-220G General Education Area 2 Topic  
 Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

### Wild Card Courses

- GNED-220G General Education Area 2 Topic  
 Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

# Curricular Area 3: Global and Multicultural Perspectives

This dimension of the curriculum is designed to create an informed understanding of our interdependent world and to foster greater intercultural awareness and communication. Courses in this area seek to develop an understanding of non-Western cultures and traditions. They also address both timeless and newly emergent issues of international relations and introduce students to cultural diversity and its effects on the interaction of peoples and states.

## **Course Goals**

- understand those habits of thought and feeling that distinguish cultures from one another
- explore comparative and cross-cultural perspectives
- develop analytical skills appropriate to the study of international and intercultural relations

- understand concepts, patterns, and trends that characterize international and intercultural relations
- analyze systematically major issues such as war and peace, global order, distributive justice, and the finite character of the earth's resources

## **Foundation Courses: Students select a 100-level course in one of the two clusters.**

Second-level Courses: Students select a 200-level course in the same cluster as the foundation course.

### **Cluster One: Global Perspective**

#### **Foundation Courses**

- ECON-110G The Global Majority  
 GOVT-130G Comparative Politics  
 HIST-120G Imperialism and Revolution  
 SIS-105G World Politics  
 SIS-110G Beyond Sovereignty

#### **Second-Level Courses**

- COMM-280G Contemporary Media in a Global Society  
 EDU-285G Education for International Development  
 GOVT-235G Dynamics of Political Change  
 HIST-225G Russia: Past and Present  
 IBUS-200G The Global Marketplace  
 LFS-200G Russia and the United States  
 SIS-215G Competition in an Interdependent World  
 SIS-220G Confronting Our Differences/Discovering Our Similarities/Conflict Resolution  
 SIS-255G China, Japan and the United States  
 SOCY-225G Contemporary Arab World

#### **Wild Card Courses**

GNED-230G General Education Area 3 Topic

Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

### **Cluster Two: Multicultural Experience**

#### **Foundation Courses**

- ANTH-110G Culture: The Human Mirror  
 LIT-150G Third World Literature  
 RELG-185G Forms of the Sacred: Religions of the East  
 SIS-140G Cross-Cultural Communication  
 SOCY-110G Views from the Third World

#### **Second-Level Courses**

- ANTH-210G Roots of Racism and Interracial Harmony  
 ANTH-215G Sex, Gender, and Culture  
 ANTH-220G Living in Multicultural Societies  
 ANTH-230G India: Its Living Traditions  
 HIST-250G Civilization and Modernization: Asia  
 LFS-210G Latin America: History, Art, Literature  
 RELG-210G Non-Western Religious Traditions  
 SIS-210G Human Geography: Peoples, Places, and Cultures  
 SIS-245G The World of Islam  
 SIS-250G Civilizations of Africa  
 SOCY-235G Women in the Third World

#### **Wild Card Courses**

GNED-230G General Education Area 3 Topic

Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

## **Curricular Area 4: Social Institutions and Behavior**

---

This dimension of the curriculum is designed to broaden understanding of the structures and principles that underlie and sustain political, social, and economic institutions. In addition, students examine the role of the individual in society through sustained analysis of major modes of organization and important theories and models.

### **Course Goals**

- understand and critically analyze concepts, patterns, and issues that affect the organization of societies and the relationship between the individual and the society
- study institutions, systems, and patterns of governance and of economic and social organization that underlie contemporary societies
- critically analyze classic theories of human organization

- discuss the values and ethical issues that underlie social, political, and economic organizations
- examine the formulation of policies and the consequences of different policy options
- analyze distinctive methods of inquiry appropriate to the study of societal institutions and patterns, using quantitative as well as qualitative techniques

**Foundation Courses:** Students select a 100-level course in one of the two clusters.

Second-level Courses: Students select a 200-level course in the same cluster as the foundation course.

### **Cluster One: Institutions**

#### **Foundation Courses**

COMM-100G Understanding Mass Media  
ECON-100G Macroeconomics  
GOVT-110G Politics in the United States  
SOCY-150G Global Sociology

#### **Second-Level Courses**

AMST-240G Poverty and Culture  
COMM-275G Dissident Media: Voices from the Underground  
ECON-200G Microeconomics  
FIN-200G Personal Finance and Financial Institutions  
GOVT-210G Political Power and American Public Policy  
GOVT-215G Civil Rights and Liberties  
PHIL-240G Ethics in the Professions  
SOCY-210G Inequality: Class, Race, Ethnicity  
WGST-225G Gender, Politics, and Power

#### **Wild Card Courses**

GNED-240G General Education Area 4 Topic

Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

### **Cluster Two: Social Behavior**

#### **Foundation Courses**

ANTH-150G Anthropology of American Life  
PSYC-105G Psychology: Understanding Human Behavior  
SOCY-100G American Society  
WGST-125G Gender in Society

#### **Second-Level Courses**

EDU-205G Schools and Society  
HFIT-245G Gender, Culture and Health  
HIST-210G Ethnicity in America  
HIIST-220G Women in America  
IDIS-210G Contemporary Multi-ethnic Voices  
JLS-200G Deprivation of Liberty  
JLS-215G Violence and Institutions  
JLS-235G Justice in America  
JLS-245G Cities and Crime  
PSYC-205G Social Psychology  
PSYC-215G Abnormal Psychology and Society  
PSYC-235G Theories of Personality  
SOCY-205G The Family

#### **Wild Card Courses**

GNED-240G General Education Area 4 Topic

Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

# Curricular Area 5: The Natural Sciences

---

This curricular area provides students with a basic understanding of the natural sciences and an informed understanding of the nature of scientific reasoning, discovery, and invention through a systematic exploration of the basic concepts and practices of biology, chemistry, physics, and experimental psychology.

## Course Goals

- understand the makeup and workings of the natural world and the beings living in it
- understand how science works through explicit examination of the historical development and current status of scientific methods, concepts, and principles
- understand how the sciences use successive experimentation to replicate, control variables, explain error, and build explanatory models
- experience scientific experimentation through laboratory exercises
- practice problem solving using quantification, statistical analysis, and computer data manipulation
- analyze and evaluate the contributions of important scientists
- develop a respect for the finite resources of our planet, responsible use of technology and nuclear power, the limits of humane research, and the fragile wonders of the natural world

**Foundation Courses:** Students select a 100-level course in one of the two clusters.

Second-level Courses: Students select a 200-level course in the same cluster as the foundation course.

## Cluster One: The Living World

### Foundation Courses

- BIO-100G Great Experiments in Biology  
 BIO-110G General Biology I  
 PSYC-115G Psychology as a Natural Science

### Second-Level Courses

- ANTH-250G Human Origins  
 BIO-200G Structure and Function of the Human Body  
 BIO-210G General Biology II  
     (prerequisite: BIO-110G General Biology I)  
 BIO-220G The Case for Evolution  
 BIO-240G Oceanography  
 BIO-250G Living in the Environment  
 CHEM-205G The Human Genome  
 HFTT-205G Current Concepts in Nutrition  
 PSYC-200G Behavior Principles  
 PSYC-220G The Senses  
 PSYC-240G Drugs and Behavior

### Wild Card Courses

GNED-250G General Education Area 5 Topic  
 Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.

## Cluster Two: The Physical World

### Foundation Courses

- CHEM-100G The Molecular World  
 CHEM-110G General Chemistry I  
 PHYS-100G Physics for the Modern World  
 PHYS-105G College Physics I  
 PHYS-110G University Physics I

### Second-Level Courses

- BIO-240G Oceanography  
 CHEM-205G The Human Genome  
 CHEM-210G General Chemistry II  
     (prerequisite: CHEM-110G General Chemistry I)  
 CHEM-220G Environmental Resources and Energy  
 CHEM-230G Earth Sciences  
 CHEM-250G Criminalistics, Crime, and Society  
 PHYS-200G Physics for a New Millennium  
 PHYS-205G College Physics II  
     (prerequisite: PHYS-105G College Physics I)  
 PHYS-210G University Physics II  
     (prerequisite: PHYS-110G University Physics I)  
 PHYS-220G Astronomy

### Wild Card Courses

GNED-250G General Education Area 5 Topic  
 Special topics offered for second-level credit; specific topics are listed each semester in the Schedule of Classes.



# College of Arts and Sciences

**Dean** Kay J. Mussell

**Associate Dean for Academic Affairs** Thomas Husted

**Associate Dean for Budget and Administration**

Kathleen Kennedy-Corey

**Associate Dean for Sciences** David Culver

**Assistant Dean for Program Development**

Mary Schellinger

**Academic Counselors** Marla Boren, Sandra Dewey,

Cheryl Gindlesperger, Anne Kaiser, Jack Ramsey,

Daryl Robinson, Douglas Vibert

Students should make appointments to meet with academic counselors through Academic Affairs by phone: 202-885-2453, e-mail: [ask-cas@american.edu](mailto:ask-cas@american.edu) or go to: [www.american.edu/cas](http://www.american.edu/cas)

The mission of the College of Arts and Sciences (CAS) is to inspire and invigorate the creative potential of students and faculty to perceive, conceptualize, and act. In pursuing these goals, we are dedicated to preserving civilization's accumulated accomplishments as expressed through the arts, humanities, sciences, and social sciences. We are further dedicated to expanding knowledge through the original contributions of faculty and students. In developing the professional applicability of our programs, we attest to and demonstrate our immediate relevance to the larger world.

Members of the CAS community work collaboratively to achieve their academic, professional, and personal objectives. In this spirit, the college has established a proud tradition of combining outstanding teaching with excellence in research and creative endeavors, through which we freely explore the past and present in order to better shape the future. Students learn to examine Western and non-Western cultures in their many aspects; to appreciate scientific inquiry; to master written and oral expression; to develop the critical ability to analyze and synthesize information; and to build an understanding of the moral and ethical dimensions that should inform all individual and collective decision making. Working with faculty and peer mentors, as well as with professional academic counselors, stu-

dents select courses, majors, and programs of study to achieve these goals.

The college takes particular pride in the broad range of its programs and in its interactive approach to learning. CAS units include: the Departments of Anthropology, Art, Biology, Chemistry, Computer Science, Audio Technology, and Physics, Economics, History, Language and Foreign Studies, Literature, Mathematics and Statistics, Performing Arts, Philosophy and Religion, Psychology, and Sociology; the School of Education, Teaching and Health; and programs in American Studies, Arab Studies, Environmental Studies, Jewish Studies, Multi-Ethnic Studies, North American Studies, and Women's and Gender Studies. Degrees offered include master's programs in sixteen fields and doctorates in four fields. Our varied and rigorous curricular offerings reaffirm the values and ideals of traditional, comprehensive arts and sciences education.

The College of Arts and Sciences draws on the educational resources of Washington, D.C.—social, cultural, artistic, and scientific—that bring a unique dimension to intellectual inquiry. These include the John F. Kennedy Center for the Performing Arts, the Library of Congress, the Smithsonian Institution, the National Academy of Sciences, the National Aeronautics and Space Administration, the National Archives, the World Bank, and foreign embassies. Through off-campus visits, distinguished lecturers, and field experiences such as co-ops and internships, the college creates a "Washington Connection" that enhances traditional classroom learning. These experiences outside of the classroom help students discover how liberal arts perspectives enable them to create a broad vision and understanding as they acquire the knowledge and skills appropriate to the fulfillment of life as responsible and educated citizens of the world.

## Faculty

The College of Arts and Sciences has a distinguished teacher-scholar faculty of over 500 full-time and adjunct professors. Experts in their own fields, they have included ambassadors, advisors to presidents, world-renowned performers, distinguished scientists, recognized writers, artists, and composers, pioneers in education and learning theories, and consultants to major organizations, corporations, and nations. Each

year the college invites professors from other institutions, American and international, as well as artists in residence, to join the faculty.

Ninety-five percent of the faculty hold doctorates or the appropriate terminal degree in their disciplines. The faculty's achievements are also reflected in their strong record of publications, grants, and scholarly awards in teaching and research.

## **Undergraduate Study**

### **Academic Advisement**

The college challenges students to assume substantial responsibility for defining their educational goals, yet provides careful professional guidance to help them respond to the challenge. Undergraduates plan their academic programs with academic counselors and faculty advisors according to their interests, professional plans, and academic progress. Before they enroll in classes, first-semester freshmen choose courses with the assistance of a detailed curriculum guide. During freshman orientation, students are assigned an academic counselor who advises them until they choose their majors, usually by the end of the sophomore year. After students formally declare their majors, they are advised by faculty advisors from their major departments. Transfer students go to the departments of their intended majors for academic advisement, or if undecided on a major, are advised by an academic counselor.

### **Assessment of Experiential Learning**

The Assessment of Experiential Learning (AEL) program, designed for adults who have been out of high school for at least eight years, enables students to earn credit for learning gained through work, travel, and community service. In EDU-240 Analysis of Experiential Learning, students work closely with faculty to develop a portfolio that describes, analyzes, and documents their life experience and learning. Students can earn up to 30 credits applied as electives toward an undergraduate degree program. For more information on the AEL program call 202-885-2453.

### **Foreign Language**

The College of Arts and Sciences encourages students to gain proficiency in at least one foreign language, especially those embarking on a career in international relations, study of the humanities, or specialization in minority groups in the United States. Graduate study will often require proficiency in one or more foreign languages.

### **Internships and Cooperative Education**

Internship and cooperative education engage the student in practical experiences, support learning, and provide on-the-job training. Interns work in many organizations in both the public and the private sectors in the Washington area. The growing number of internships in the college is testimony to both their popularity and their success. For more information on internships and cooperative education, see also Career Services.

### **Majors**

No later than the end of the sophomore year, CAS students are expected to declare an academic major. In this field the stu-

dent pursues study in depth and synthesizes academic knowledge. Major programs are described in the departmental sections. Students should become familiar with departmental requirements and regulations as stated in this catalog. When making a formal declaration of major, students are assigned an academic advisor who will supervise their studies until graduation. Students interested in the natural sciences, mathematics, music, and art need to take specific courses in the freshman year if they intend to complete a degree in eight semesters. Such students should declare their interests as soon as possible and seek explicit counseling from the appropriate department.

### **Interdisciplinary Major**

This program permits College of Arts and Sciences undergraduates to complete an interdisciplinary major according to their needs, abilities, and interests. A program is formulated with the advice and approval of three faculty members from disciplines relevant to the student's defined emphasis, and is subject to the review and approval of the dean.

The initiative lies with the student, who is responsible for determining the concept or theme on which the program is to center. With the three faculty members, the student determines the requirements of the chosen concentration and identifies a sequence of course work that fulfills the program's objectives. The program must be formulated in a written statement no later than the first semester of the junior year. For more information see undergraduate degree requirements.

### **Minors**

Undergraduate students may earn a minor in most departments and programs of the College of Arts and Sciences. All minor programs consist of a minimum of 18 credit hours, including at least 9 credit hours at the 300 level or above. For all minors, at least 9 credit hours of the stated requirements must be taken in residence at American University and at least 12 credit hours of the minor must be unique to the minor. For more information see undergraduate degree requirements. For descriptions of specific minor programs, see individual departmental listings.

### **Preprofessional Programs**

Preprofessional programs are available in engineering, law, and medicine and related health fields. Pre-theology students find the university's relationship with the Wesley Theological Seminary beneficial, and the Kay Spiritual Life Center directs an innovative program of religious activities that complements preprofessional studies in religion.

### **Study Abroad**

AU Abroad offers the opportunity for students to study abroad and gain full American University course credit. All students are encouraged to learn and work in another culture. AU Abroad enclave programs, many of which include internship opportunities, are offered in Beijing, Berlin, Brussels, Havana, London, Madrid, Nairobi, Paris, Prague, Rome, and Santiago. In addition, through the AU Abroad Partner program students may spend a semester or year at prestigious universities across the globe, including Canada, Mexico, England, Scotland, Ireland, France, Poland, Netherlands, Argentina, Australia, New Zea-

land, Korea, Israel, Egypt, Lebanon, and Sharjah, U.A.E. International study tours led by faculty members are offered during semester breaks and summer sessions. For more information on AU Abroad programs, call 202-885-1320 or 866-313-0757, e-mail [aubroad@american.edu](mailto:aubroad@american.edu) or go to [www.aubroad.american.edu/](http://www.aubroad.american.edu/)

## **Associate in Arts (A.A.)**

---

This program is designed to serve the educational needs of high school graduates who seek professional or personal advancement through either full- or part-time study. Some students do not or cannot remain in college for four years, yet desire to complete a degree program. The Associate in Arts degree may be awarded after successful completion of two years' study or the equivalent.

### **Admission to the Program**

Any student admitted to degree status at American University is eligible for admission to this program.

### **University Requirements**

- A total of 60 credit hours
- 6 credit hours of college writing

# **American Studies**

---

**Coordinator** R.J. Dent, Department of Anthropology,

Faculty from the Departments of Anthropology, History, Literature, and other departments and schools of the university teach courses in the program.

The American Studies Program offers students the opportunity to explore American culture through many paths, including America's intellectual traditions, creative arts, popular media, material culture, ethnic variety, folklore, social structure, and social change. Students learn to draw together the tools and insights of other disciplines to capture the complexities of American society, and to discover what Americans share as well as how they differ. In addition to foundation courses in the program, students choose one area of particular interest to them. Some decide to concentrate in a field such as literature, business, journalism, anthropology, history, or art. Others create a more personalized specialty such as women's studies, African-American studies, or urban affairs.

All students learn to use and appreciate Washington's research centers and cultural resources, including the Library of Congress, the National Archives, the Smithsonian Institution, and the city's many museums, and many study the city itself. Most students work at internships during their senior year in such places as Congress, the Kennedy Center, the Smithsonian, or Common Cause.

- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of eight courses including one foundation course in each of the five curricular areas and one second-level course in three of the five curricular areas, in an approved sequence.
- No more than 6 credit hours may be taken in the same discipline

## **Graduate Study**

---

The graduate programs of the College of Arts and Sciences are directed toward the development of highly competent scientists, artists and performers, sensitive teachers, and critical scholars. To achieve this objective, the college provides an academic setting and climate favorable to the free interchange of ideas and the disciplined exploration and testing of concepts and hypotheses.

Doctoral programs are offered in anthropology, economics, history, and psychology with tracks in clinical psychology and behavior, cognition, and neuroscience. All departments offer master's programs, including innovative interdisciplinary studies that enhance students' understanding of, and sensitivity to, the intellectual issues and practical applications of their own fields.

The goals of the program are to help each student develop an area of expertise and to build the skills for thinking critically, writing clearly, and untangling the relationship between large cultural forces and ordinary peoples' life experiences. Program graduates work in such diverse fields as journalism, local or national government, foreign service, teaching, museums, private business, and social services. Many students go on to graduate study or to law school.

## **B.A. in American Studies**

---

### **Admission to the Program**

Formal admission to the major requires a grade point average of 2.50 (on a 4.00 scale) in two courses related to the major.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 43 credit hours with grades of C or better

**Course Requirements**

- AMST-206 American Dreams/American Lives (3)
- AMST-400 Interpreting American Culture (4)
- ANTH-251 Perspectives in Cultural Anthropology (3)
- 9 credit hours from the following:
  - HIST-205/HIST-205G American Encounters: 1492-1865 2.2 (3)
  - HIST-206 The United States from Emancipation to World War II (3)
  - LIT-210 Survey of American Literature I (3)
  - LIT-211 Survey of American Literature II (3)
- 12 credit hours of courses dealing with some aspect of American life selected from a single department or related departments
- 9 additional credit hours in American studies (AMST-xxx) courses at the 300 level or above, excluding independent study and internships
- One of the following as a senior project:

AMST-410 Senior Thesis I (3)

AMST-411 Senior Thesis II (3)

AMST-491 Internship in American Studies (3)

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**Minor in American Studies**

- 22 credit hours with grades of C or better and at least 12 credit hours unique to the minor

**Course Requirements**

- AMST-206 American Dreams/American Lives (3)
- AMST-400 Interpreting American Culture (4)
- ANTH-251 Perspectives in Cultural Anthropology (3)
- 12 credit hours in American studies (AMST-xxx) at the 300 level or above

# **Anthropology**

**Chair William Leap****Full-Time Faculty****Professor Emeritus/a** GL. Burkhart, GL. Harris, C.W. McNett, Jr.**Professor** D.B. Koenig, W.L. Leap, B. Williams**Associate Professor** R.J. Dent, J. Gero, L. Gill**Assistant Professor** P. Geller, C. Howe, S. McDonic, S. Prince, E. Smith, R. Watkins**Public Anthropologist in Residence** G. Schafft

Humans have always constituted their families, sexuality, gendered identities, social groups, religious practices, work, play, and artistic expression in dramatically diverse ways. Anthropologists explore everyday experience, cultural difference, and power relations in order to understand this diversity in the context of local and global histories. Stark inequalities are also part of the human experience, and anthropologists seek to uncover the ideologies and processes that create and mask those inequalities.

Different kinds of anthropologists explore difference and power from specialized perspectives. Cultural and social anthropologists search for the connections between cultural meanings and lived human experience. Archaeologists probe the remains of past civilizations for significant transformations

in the ways communities organized their homes and labor. Biological anthropologists document the dynamics of human evolution and study nutrition, health, and illness in their cultural contexts. Linguists examine the varied texts that speakers create for clues that language holds to hierarchy and personal expression.

Anthropology students examine past and present societies to bring anthropological and archaeological theory and practice to ongoing struggles against racism, sexism, homophobia, inequality, poverty, environmental degradation, and ethnic/cultural genocide. The undergraduate anthropology program at American University introduces students to all four subfields of anthropology, and many students specialize in one. Graduate programs include the M.A. in Public Anthropology and doctoral concentrations in cultural/social anthropology, archaeology, and race, gender, and social justice. A Certificate in Public Anthropology is offered for both undergraduates and graduate students. All programs stress active, cooperative learning, for anthropology opens up many exciting questions for discussion and debate.

Students are encouraged to learn outside the classroom, through internships and job placements, field trips and experiential classes, and study abroad. Washington, D.C. offers many opportunities for students to broaden their learning through museums and research facilities and the rich community life of the city.

## B.A. in Anthropology

---

### Admission to the Program

Formal admission to the major by the department's undergraduate studies director requires a cumulative grade point average of 2.00 (on a 4.00 scale) and a grade point average of 2.00 or higher in two anthropology courses.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 48 credit hours with grades of C or better

### Course Requirements

#### Core Courses (24 credit hours)

- ANTH-250/ANTH-250G Human Origins 5:2 (3)
- ANTH-251 Perspectives in Cultural Anthropology (3)
- ANTH-253 Introduction to Archaeology (3)
- ANTH-254 Language and Culture (3)
- ANTH-339 Culture Area Analysis (3)
- ANTH-440 Contemporary Ethnographics (3)
- ANTH-450 Anthropology of Power (3)
- ANTH-552 Anthropological Research Methods (3)

#### Fieldwork (3 credit hours)

- 3 credits from the following
  - ANTH-392 Cooperative Education Field Experience (3–9)
  - ANTH-491 Internship in Anthropology (1–6)
  - ANTH-550 Ethnographic Field Methods (3)
  - ANTH-560 Summer Field School: Archaeology (3–9)

Other fieldwork, including study abroad programs or community service learning projects, may be used with the approval of the student's advisor.

#### Elective Courses (21 credit hours)

- 21 credit hours from the following with a minimum of 12 credit hours at the 300 level or above:
  - ANTH-210/ANTH-210G Roots of Racism and Interracial Harmony 3:2 (3)
  - ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)
  - ANTH-220/ANTH-220G Living in Multicultural Societies 3:2 (3)
  - ANTH-225/ANTH-225G Language and Human Experience 1:2 (3)
  - ANTH-230/ANTH-230G India: Its Living Traditions 3:2 (3)

### ANTH-235/ANTH-235G Early America: The Buried Past 2:2 (3)

- ANTH-334 Environmental Justice (3)
- ANTH-337 Anthropology of Genocide (3)
- ANTH-350 Special Topics (3)
- ANTH-430 Magic, Witchcraft, and Religion (3)
- ANTH-431 Taboos (3)
- ANTH-439 Classics of Anthropology (3)
- ANTH-498 Senior Thesis in Anthropology (3–6)
- ANTH-531 Topics in Archaeology (3)
- ANTH-532 Changing Culture (3)
- ANTH-534 Class and Culture (3)
- ANTH-535 Ethnicity and Nationalism (3)
- ANTH-537 Topics in Language and Culture (3)
- ANTH-542 Reinventing Applied Anthropology (3)
- ANTH-543 Anthropology of Development (3)
- ANTH-544 Topics in Public Anthropology (3)

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department, including a Senior Honors Thesis and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## Minor in Anthropology

---

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### Course Requirements

- ANTH-251 Perspectives in Cultural Anthropology (3)
- Two courses from the following:
  - ANTH-250/ANTH-250G Human Origins 5:2 (3)
  - ANTH-253 Introduction to Archaeology (3)
  - ANTH-254 Language and Culture (3)
- An additional 9 credit hours at the 300 level or above chosen in consultation with an advisor

## Minor in Applied Anthropology

---

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

### Course Requirements

- ANTH-251 Perspectives in Cultural Anthropology (3)
- ANTH-542 Reinventing Applied Anthropology (3) (taken after completion of at least 6 credit hours in anthropology)
- An additional 12 credit hours with at least 9 credit hours at the 300 level or above, chosen from at least two subfields (socio-cultural, linguistic, archaeological, physical) in consultation with an advisor.

## **Undergraduate Certificate in Public Anthropology**

---

### **Admission to the Program**

Open to undergraduate degree and nondegree students. Students must complete 6 credit hours with grades of C or better in anthropology courses at the 200 level or above, or have internship experience in a related field before beginning course work for the certificate.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 300-level or above, with grades of C or better.

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- ANTH-541 Anthropology and State Policy (3)  
*or*  
ANTH-542 Reinventing Applied Anthropology (3)
- 12 credit hours in public anthropology courses at the 300 level or above, chosen in consultation with the student's faculty advisor.

## **Combined B.A. in Anthropology and M.A. in Public Anthropology**

---

This program allows qualified students to complete both the B.A. in Anthropology and the M.A. in Public Anthropology.

### **Admission to the Program**

The standards for admission to the undergraduate major must first be satisfied. Undergraduate majors ordinarily apply for admission to the combined B.A./M.A. program at the end of their junior year. Admission decisions follow the procedures used to evaluate graduate applicants to the M.A. program. Interest in this program should be discussed with members of the faculty before formal application is begun.

### **Requirements**

- All requirements for the B.A. in Anthropology  
Undergraduate students may apply 6 credit hours of approved 500-level course work in anthropology to satisfy the requirements for both degrees.
- All requirements for the M.A. in Public Anthropology, including a minimum of 24 credit hours completed in

residence in graduate status after the undergraduate degree has been awarded.

## **M.A. in Public Anthropology**

---

### **Admission to the Program**

Applicants must meet the minimum university requirements for admission to graduate study. Admission is based on academic record, two academic letters of reference, and an example of the applicant's work, e.g., a term paper. Graduate Record Examination (GRE) scores are required.

### **Degree Requirements**

- 30 credit hours of approved graduate work  
Students focus their studies in either cultural/social anthropology or archaeology
- One written comprehensive examination, appropriate to the student's concentration
- A thesis or nonthesis option of two substantial research papers prepared in conjunction with advanced courses or research seminars, read and approved by two faculty members and the department chair

### **Tracks**

Cultural/Social Anthropology or Archeology

### **Course Requirements**

- ANTH-552 Anthropological Research Methods (3)
- ANTH-632 Contemporary Theory: Culture, Power, History (3)

#### **Cultural/Social Anthropology**

- 18 credit hours from the following as approved by the student's advisor, with no more than 6 credit hours from ANTH-691 and ANTH-797:  
ANTH-531 Topics in Archaeology (3)  
ANTH-532 Changing Culture (3)  
ANTH-534 Class and Culture (3)  
ANTH-535 Ethnicity and Nationalism (3)  
ANTH-537 Topics in Language and Culture (3)  
ANTH-541 Anthropology and State Policy (3)  
ANTH-542 Reinventing Applied Anthropology (3)  
ANTH-543 Anthropology of Development (3)  
ANTH-544 Topics in Public Anthropology (3)  
ANTH-550 Ethnographic Field Methods (3)  
ANTH-631 Foundations of Social and Cultural Anthropology (3)

- ANTH-634 Foundations of Archaeology (3)  
ANTH-635 Race, Gender and Social Justice (3)  
ANTH-637 Discourse, Narrative, and Text (3)  
ANTH-640 Current Issues in Anthropology (3)  
ANTH-691 Internship in Anthropology (1-6)  
ANTH-797 Master's Thesis Seminar (6) (thesis option)
- 6 credits hours of approved graduate course work from another discipline, such as history, sociology, communication, or international service.

**Archaeology**

- ANTH-533 Cultural Resources Management (3) or  
ANTH-536 Archaeology and Politics (3)
- ANTH-634 Foundations of Archaeology (3)
- 12 credit hours from the following as approved by the student's advisor. Students without field archaeology experience are strongly encouraged to take ANTH-560 Summer Field School: Archaeology:  
ANTH-531 Topics in Archaeology (3)  
ANTH-532 Changing Culture (3)  
ANTH-533 Cultural Resources Management (3) (if not taken to meet requirement above)  
ANTH-534 Class and Culture (3)  
ANTH-535 Ethnicity and Nationalism (3)  
ANTH-536 Archaeology and Politics (3) (if not taken to meet requirement above)  
ANTH-537 Topics in Language and Culture (3)  
ANTH-541 Anthropology and State Policy (3)  
ANTH-542 Reinventing Applied Anthropology (3)  
ANTH-543 Anthropology of Development (3)  
ANTH-544 Topics in Public Anthropology (3)  
ANTH-550 Ethnographic Field Methods (3)  
ANTH-560 Summer Field School: Archaeology (3–9)  
ANTH-590 Independent Reading in Anthropology (1–6)  
ANTH-631 Foundations of Social and Cultural Anthropology (3)  
ANTH-635 Race, Gender and Social Justice (3)  
ANTH-637 Discourse, Narrative, and Text (3)  
ANTH-639 Culture Area Analysis (3)  
ANTH-640 Current Issues in Anthropology (3)  
ANTH-690 Independent Study Project in Anthropology (1–6)  
ANTH-691 Internship in Anthropology (1–6)  
ANTH-797 Master's Thesis Seminar (6) (thesis option)
- 6 credit hours of approved graduate course work from another discipline, such as history, sociology, communication, economics, mathematics and statistics, computer science, information systems, business, and public affairs.

**Ph.D. in Anthropology****Admission to the Program**

Applicants must meet the minimum university requirements for admission to graduate study. Admission is based on academic record, two academic letters of reference, and an example of the applicant's work, e.g., a term paper. GRE scores should be sent directly to the department.

**Degree Requirements**

- 72 credit hours of approved graduate work

Students entering the program with an M.A. in Anthropology earned elsewhere must complete at least 30 credit hours of

course work and no more than 12 credit hours of dissertation credit in residence.

- Two languages or one language and statistical or computer analysis as a tool of research
- Four comprehensive examinations, at least two written and at least one oral
- Dissertation and oral defense
- Field work is a component of dissertation research

**Concentrations**

Cultural/Social Anthropology, Archeology, or Race, Gender, and Social Justice

**Course Requirements****Cultural/Social Anthropology or Archeology**

- ANTH-631 Foundations of Social and Cultural Anthropology (3)
- ANTH-634 Foundations of Archaeology (3)
- ANTH-637 Discourse, Narrative, and Text (3)
- ANTH-799 Doctoral Dissertation Seminar (6)
- **Race, Gender, and Social Justice**
- ANTH-632 Contemporary Theory: Culture, Power and History (3)
- ANTH-635 Race, Gender and Social Justice (3)
- 12 credit hours in race, gender, and social justice course work from the following, chosen in consultation with the student's advisor:
  - ANTH-531 Topics in Archaeology : Archaeology and Politics (3)
  - ANTH-532 Changing Culture (3)
  - ANTH-535 Ethnicity and Nationalism (3)
  - ANTH-537 Topics in Language and Culture: Language, Culture, and Education (3)
  - ANTH-541 Anthropology and State Policy (3)
  - ANTH-542 Reinventing Applied Anthropology (3)
  - ANTH-544 Topics in Public Anthropology : Environmental Justice (3)
  - Human Rights (3)
- ANTH-637 Discourse, Narrative, and Text (3)
- ANTH-640 Current Issues in Anthropology (3)
- 15 credit hours of course work from at least two other teaching units, including the Departments of Justice, Law and Society; History; and Sociology; and the School of International Service
- ANTH-691 Internship in Anthropology (3) or other practical experience in race, gender and social justice
- ANTH-799 Doctoral Dissertation Seminar (6) including a 3-credit hour capstone seminar in race, gender and social justice

## **Graduate Certificate in Public Anthropology**

---

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Students must complete 6 credit hours with grades of C or better in anthropology courses at the 200 level or above, or have internship experience in a related field before beginning course work for the certificate.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better  
Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements,

although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- ANTH-541 Anthropology and State Policy (3)  
*or*  
ANTH-542 Reinventing Applied Anthropology (3)
- 12 credit hours in graduate public anthropology courses with at least 6 credit hours at the 600 level or above, chosen in consultation with the student's faculty advisor.

## **Arab Studies**

---

### **Coordinator Mary Ann Fay, Department of Sociology**

The interdisciplinary program in Arab studies draws on the distinguished faculty in the College of the Arts and Sciences, School of International Service, and School of Public Affairs who teach courses related to the Arab world. In both the minor and undergraduate certificate, students take two core courses that introduce the scholarly study of Islam and the modern history and contemporary sociology of the Arab world. Five other courses are selected from history, culture, and society, and international studies. For the certificate, students also take two courses in Arabic.

### **Minor in Arab Studies**

---

#### **Admission to the Program**

Formal admission to the minor requires a minimum grade point average of 2.00 (on a 4.00 scale) and approval of the program advisor.

#### **Requirements**

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor and at least 9 credit hours at the 300 level or above

#### **Course Requirements**

- SIS-245/SIS-245G The World of Islam 3:2 (3)
- SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)
- Five courses from the following, with at least one selected from each group:

#### **History, Culture, and Society**

ANTH-339 Culture Area Analysis (3) (topics)

ECON-358 Economics of the World Regions:

The Arab Economies (3)

GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)

HIST-248 Transformations of the Middle East (3)

SOCY-531 Regional Studies in Social Change (3) (topics)

#### **International Studies**

SIS-264 Contemporary Middle East (3)

SIS-365 Arab-Israeli Relations (3)

SIS-571 International Relations of the Middle East I (3)

## **Undergraduate Certificate in Arab Studies**

---

#### **Admission to the Program**

Open to undergraduate degree and nondegree students.

#### **Certificate Requirements**

- 29 credit hours of approved course work with at least 15 credit hours at the 300-level or above with grades of C or better.

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

#### **Course Requirements**

- SIS-245/SIS-245G The World of Islam 3:2 (3)

- SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)

- Five courses from the following, with at least one selected from each group:

### **History, Culture, and Society**

ANTH-339 Culture Area Analysis (3) (topics)

ECON-358 Economics of the World Regions:

The Arab Economies (3)

GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)

HIST-248 Transformations of the Middle East (3)

SOCY-531 Regional Studies in Social Change (3) (topics)

### **International Studies**

SIS-264 Contemporary Middle East (3)

SIS-365 Arab-Israeli Relations (3)

SIS-571 International Relations of the Middle East I (3)

- Two courses from the following with grades of C or better:

ARAB-102 Arabic Elementary I (4)

ARAB-103 Arabic Elementary II (4)

ARAB-202 Arabic Intermediate I (4)

ARAB-203 Arabic Intermediate II (4)

## **Art**

---

**Chair Luis Silva**

### **Full-Time Faculty**

**University Professor Emeritus** B.L. Summersford

**Professor Emeritus/a** M.D. Garrard, S. Lewis, S. Pace, L. Penay

**Professor** N. Brourke, D. Kimes, M. Oxman

**Associate Professor Emeritus/a** M. Graham, M. Hirano, C. Ravelan

**Associate Professor** D. Kahn, H. Langa, C. Montes, L. Silva

**Assistant Professor** K. Butler, Z. Charlton, T. Doud, R. Packer, J. Ring, L. Silver, K. Resnick, I. Lampe, W. Willis

The Department of Art encompasses the creative activities of the fine arts (painting, sculpture, printmaking, and multimedia), the artistic applications of design, and the theoretical and historical concerns of art history. These complementary programs function together, so that the student gains not only depth of knowledge in a chosen specialty but also the breadth of experience that yields understanding of artistic traditions, values, cultural awareness, and contemporary issues. A faculty of exhibiting artists, practicing designers, published and respected historians, and strong studio programs focused on giving students facility with materials and familiarity with visual and theoretical concepts make the art department, in effect, an art school within a university.

The Art Department offers the Bachelor of Arts in Art History, Graphic Design, or Studio Art, all of which can also be taken as minors, a Bachelor of Fine Arts, the Bachelor of Arts in Multimedia, and the M.F.A. in Studio Art.

The study of art awakens the ability to undertake a serious exploration of visual form, opens the mind to the special meanings encoded in visual language, and develops the creative, expressive, and analytic abilities inherent in all people. In studio courses, students learn to see with acuity, to explore forms in nature or from the imagination, and to make images that are formally coherent and personally expressive. In art history courses, students are introduced to the art of civilizations past and present, learn how to interpret works of art critically and historically, and discover how art functions both to reflect and to shape social values. In graphic design courses, students develop an un-

derstanding of the dynamic power of visual imagery and learn to apply their knowledge of the formal elements of art to the production of effective graphic communication.

The multidisciplinary multimedia program prepares graduates to design and develop multimedia presentations from a fine arts perspective. This program integrates text, graphics, animation, audio, and video. Reflecting the different skills required to accomplish this integration, it blends courses, practices, and technologies from graphic design, computing, and communication.

American University's new Katzen Arts Center provides our students with a state of the art facility for the investigation and pursuit of both the visual and performing arts. The Art Department's offices, classrooms, and studios are equipped for the instruction of drawing, painting, printmaking, sculpture, design, computer graphics, multimedia, and ceramics.

As well as multiple performance stages and a full array of classroom and studio facilities, the Katzen Arts Center contains more than 30,000 square feet of gallery space. The many world-class museums in Washington, D.C. also form an integral component of students' experience at American University.

Graduates with art degrees become practicing artists, teachers, museum professionals, architectural preservationists, art consultants, graphic designers, and more.

The Katzen Art Center also maintains an impressive museum including the Watkins and Katzen collections, with works by Avery, Chagall, Dove, Klee, Kokoshka, Marin, Matisse, and Picasso, and a vital rotating schedule of exhibitions.

In addition to the full-time faculty, each year the studio program brings nationally and internationally distinguished visiting artists-in-residence to the department, including Olive Ahrens, Gregory Amenoff, Frances Barth, Jake Bertot, Susanna Coffey, Diana Cooper, Stuart Diamond, Tara Donovan, Andrew Forge, Sam Gilliam, Judy Glantzman, Glenn Goldberg, Margaret Grimes, Diana Guerrero-Macia, Bill Jensen, Shirley Kaneda, Catherine Murphy, Judy Pfaff, Katherine Porter, Hammeline Rogeberg, Roger Tibbets, Tracy Miller, James Sheehan, Pat Steir, John Walker, Stephan Westfall, and others.

An internationally-prominent art history faculty and strong curriculum give the art history major a solid grounding in art as

a historical and humanistic discipline in an environment that provides continuing contact with art in the making. Because of the university's location in one of the major art capitals of the world and its proximity to Washington's great museums and art collections, all programs afford students the advantage of immediate experience with art masterpieces of the past and present.

The design curriculum is highly structured and sequential to provide students with the theory and practice of graphic communications design applicable to many purposes, as well as the development of professional production methods. Courses cover publication and editorial design, corporate identity, packaging, illustration, poster design, multimedia, experience and interactive design, etc. Along with creative and technical skills, verbal and analytical abilities are developed through class critiques. Through internships with designers working in the field, students learn to balance the ideal creative solution with the reality of budget constraints, technical limitations, and deadlines.

An important objective of the department is to prepare students for careers in the arts. Given the sound theoretical and technical bases of our programs, graduates find that a wealth of individual career opportunities awaits them. Depending on the specific discipline pursued, they have become professional painters and sculptors, teachers, critics, graphic designers, illustrators, and exhibition design specialists. Graduates also go on to careers in museum and gallery work, visual resources, and historic preservation.

## B.A. in Art History

---

### Admission to the Program

Formal admission to the major requires satisfactory completion (grades of C or better) of 12 credit hours of art history courses and departmental approval.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 54 credit hours with grades of C or better
- 24 of the last 30 credit hours in the major program must be taken in residence 18 credit hours of which must be in art history and 6 credit hours in related fields or studio.

### Course Requirements

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to the Present (3)
- ARTH-500 Approaches to Art History (3)
- 3 credit hours in each of four periods:

#### Ancient

- ARTH-396 Selected Topics (3) with permission of advisor
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

#### Medieval

- ARTH-303 Medieval Art (3)
- ARTH-308 Gothic Art (3)
- ARTH-396 Selected Topics (3) with permission of advisor
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

#### Renaissance

- ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)
- ARTH-396 Selected Topics (3) with permission of advisor
- ARTH-513 Italian Painting: Early Renaissance (3)
- ARTH-514 Italian Painting: High Renaissance (3)
- ARTH-514 Italian Painting: Late Renaissance (3)
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

#### Modern

- ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)
- ARTH-331 Visual Arts in the United States to 1890 (3)
- ARTH-332 Visual Arts in the United States: 1890 to 1945 (3)
- ARTH-333 Visual Arts since 1945 (3)
- ARTH-396 Selected Topics (3) with permission of advisor
- ARTH-508 Painting: Rococo through Impressionism (3)
- ARTH-510 Painting: Post-Impressionism to Expressionism (3)
- ARTH-511 Painting: Cubism through Surrealism (3)
- ARTH-520 Seminar in Art History (3) (appropriate topic)
- ARTH-596 Selected Topics (3) with permission of advisor

- 15 additional credit hours in art history with at least two courses at the 500 level

- 6 credit hours in studio from the following:

- ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)
- ARTS-210/ARTS-210G The Artist's Perspective: Painting 1:2 (3)
- ARTS-215/ARTS-215G The Artist's Perspective: Sculpture 1:2 (3)
- ARTS-320 Painting Studio (3)
- ARTS-340 Sculpture Studio (3)
- ARTS-360 Drawing Studio (3)
- ARTS-363 Relief Printmaking Studio (3)

- 12 credit hours at the 300 level or above from one of the following fields: American studies, anthropology, history, literature, music, or philosophy. Course selections must be related to the major and to each other and must be approved by the faculty.

*Note:* Students contemplating graduate study in art history are advised to attain a reading knowledge of French, Italian, or German to the intermediate level (or equivalent of 12 credit hours at the college level).

### Special Opportunities

- Internships in local agencies, museums, galleries, and libraries are permitted with departmental approval, but are limited to 3 credit hours unless taken as electives.

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## B.A. in Graphic Design

### Admission to the Program

Formal admission to the major requires satisfactory completion (grades of C+ or better) of the following foundation courses:

- GDES-200 Introduction to Graphic Design (3)
- GDES-210 Introduction to Typography (3)
- GDES-220 Computer Literacy for Design (3)
- COMM-330 Principles of Photography (3)

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 54 credit hours with grades of C or better

24 of the last 30 credit hours in the major program must be taken in residence, of which 18 credit hours must be in design and 3 credit hours in art history or studio.

All students will submit a portfolio for departmental evaluation prior to beginning their senior year. The department may issue formal warnings to students performing at marginal levels.

### Tracks

Print Media or Experience Design and Multimedia

### Course Requirements

- ARTH-105/ARTH-105G Art: The Historical Experience 1:1 (3)
- COMM-330 Principles of Photography (3)
- GDES-200 Introduction to Graphic Design (3)
- GDES-210 Introduction to Typography (3)
- GDES-220 Computer Literacy for Design (3)
- GDES-230 Graphic Design History (3)
- GDES-300 Intermediate Typography (3)

### Print Media

- GDES-310 Print Design and the Computer (3)
- GDES-320 Design and Photography (3)
- GDES-400 Advanced Design I: Systems Design (3)
- GDES-420 Advanced Design II: Narrative Design (3)
- 9 credit hours from the following:
  - GDES-315 Experience Design and the Computer (3)
  - GDES-325 Kinetic and Sequential Graphics (3)
  - GDES-350 Illustration (3)
  - GDES-405 User Experience Design I (3)
  - GDES-425 User Experience Design II (3)
  - GDES-450 Packaging Design (3)
  - GDES-490 Independent Study Project (1-6) with department approval
  - GDES-491 Internship (1-6) with department approval
- 12 credit hours from the following, with at least 3 credit hours from each set of courses:

### Set One

- ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)
- ARTS-210/ARTS-210G The Artist's Perspective: Painting 1:2 (3)
- ARTS-215/ARTS-215G The Artist's Perspective: Sculpture 1:2 (3)
- ARTS-320 Painting Studio (3)
- ARTS-340 Sculpture Studio (3)
- ARTS-344 Ceramics Studio (3)
- ARTS-360 Drawing Studio (3)
- ARTS-363 Relief Printmaking Studio (3)
- ARTS-364 Intaglio Studio (3)
- ARTS-520 Advanced Printmaking (3)

### Set Two

- ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)
- ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)
- ARTH-215/ARTH-215G Architecture: Washington and the World 1:2 (3)

***Set Three***

- COMM-401 Legal Aspects of Communication (3)
- COMM-523 Intermediate Photography (3)
- COMM-525 Advanced Photography (3)
- COMM-529 Large Format Photography and Studio Lighting (3)

**Experience Design and Multimedia**

- GDES-315 Experience Design and the Computer (3)
- GDES-325 Kinetic and Sequential Graphics (3)
- GDES-405 User Experience Design I (3)
- GDES-425 User Experience Design II (3)
- 9 credit hours from the following:
  - GDES-310 Print Design and the Computer (3)
  - GDES-320 Design and Photography (3)
  - GDES-350 Illustration (3)
  - GDES-400 Advanced Design I: Systems Design (3)
  - GDES-420 Advanced Design II: Narrative Design (3)
  - GDES-450 Packaging Design (3)
  - GDES-490 Independent Study Project (1-6) with department approval
  - GDES-491 Internship (1-6) with department approval
- 12 credit hours from the following, with at least 3 credit hours from each set of courses:

***Set One***

- COMM-331 Film and Video Production I (3) (prerequisite: COMM-105 Visual Literacy)
- COMM-352 Web Studio (3)
- COMM-401 Legal Aspects of Communication (3)
- COMM-435 Introduction to Studio Television (3) (prerequisite: COMM-105 Visual Literacy)
- COMM-520 History of Animation (3)
- COMM-523 Intermediate Photography (3)
- COMM-525 Advanced Photography (3)
- COMM-529 Large Format Photography and Studio Lighting (3)

***Set Two***

- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- CSC-280 Introduction to Computer Science I (4)
- CSC-281 Introduction to Computer Science II (3)
- CSC-435 Web Programming (3)
- PERF-110/PERF-110G Understanding Music 1:1 (3)

***Set Three***

- ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)
- ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)
- ARTH-215/ARTH-215G Architecture: Washington and the World 1:2 (3)
- ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)

ARTS-210/ARTS-210G The Artist's Perspective: Painting

1:2 (3)

ARTS-215/ARTS-215G The Artist's Perspective: Sculpture

1:2 (3)

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**B.A. in Studio Art****Admission to the Program**

Formal admission to the major requires satisfactory completion (grades of C or better) of 12 credit hours of studio courses and departmental approval.

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 54 credit hours with grades of C or better

**Areas of Specialization**

Drawing, Painting, Printmaking, Sculpture, or Installation

**Course Requirements**

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)
- ARTS-210/ARTS-210G The Artist's Perspective: Painting 1:2 (3)
- ARTS-320 Painting Studio (3)
- ARTS-340 Sculpture Studio (3)
- ARTS-360 Drawing Studio (3)
- ARTS-363 Relief Printmaking Studio (3)  
*or*  
ARTS-364 Intaglio Studio (3)
- ARTS-400 Senior Seminar (3) (taken for a total of 6 credit hours)

- 12 credit hours from the following including 9 credit hours from the student's area of specialization and 3 credit hours from another area:

ARTS-320 Painting Studio (3)  
 ARTS-340 Sculpture Studio (3)  
 ARTS-344 Ceramics Studio (3)  
 ARTS-360 Drawing Studio (3)  
 ARTS-363 Relief Printmaking Studio (3)  
 ARTS-364 Intaglio Studio (3)  
 ARTS-520 Advanced Printmaking (3)  
 ARTS-560 Drawing Practicum I (3)  
 ARTS-561 Drawing Practicum II (3)

- 3 credit hours in art history (ARTH)
  - 3 additional credit hours in art history or from the following:
- COMM-100/COMM-100G Understanding

Mass Media 4:1 (3)  
 COMM-105/COMM-105G Visual Literacy 1:1 (3)  
 COMM-209 Communication and Society (3)  
 COMM-511 History of Documentary (3)  
 COMM-517 History of Cross-Cultural Cinema (3)  
 COMM-520 History of Animation (3)  
 COMM-558 Survey of American Cinema (3)  
 PHIL-230/PHIL-230G Meaning and Purpose in the Arts 1:2 (3)

- 6 credit hours of electives; additional courses from the student's area of specialization are recommended

#### **Area of Specialization**

Multimedia

#### **Course Requirements**

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)
- ARTS-360 Drawing Studio (3)
- ARTS-400 Senior Seminar (3) (taken for a total of 6 credit hours)
- ATEC-101 Fundamentals of Audio Technology (3)
- COMM-330 Principles of Photography (3)
- COMM-331 Film and Video Production I (3)
- COMM-350 Digital Imaging (3)
- COMM-352 Web Studio (3)
- GDES-220 Computer Literacy for Design (3)
- GDES-315 Experience Design and the Computer (3)
- MMDD-205 Introduction to Multimedia History and Theory (3)
- MMDD-300 Multimedia Authoring (3)
- MMDD-350 Composing with Media (3)
- MMDD-405 Multimedia Thesis (3)
- 3 credit hours in art history (ARTH) or from the following:

COMM-100/COMM-100G Understanding

Mass Media 4:1 (3)  
 COMM-105/COMM-105G Visual Literacy 1:1 (3)  
 COMM-209 Communication and Society (3)  
 COMM-511 History of Documentary (3)  
 COMM-517 History of Cross-Cultural Cinema (3)  
 COMM-520 History of Animation (3)  
 COMM-527 History of Photography (3)  
 COMM-558 Survey of American Cinema (3)  
 PHIL-230/PHIL-230G Meaning and Purpose in the Arts 1:2 (3)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

#### **Bachelor of Fine Arts**

---

##### **Admission to the Program**

Formal admission to the program is subject to the approval of a portfolio, evaluation of the academic record, and a personal interview. Admission depends entirely on faculty action resulting from this review. Consideration for the B.F.A. is permitted only after 18 credit hours or three semesters of studio work have been completed at American University but before beginning the senior year.

##### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

##### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

##### **Major Requirements**

- 72 credit hours with grades of C or better

##### **Areas of Specialization**

Drawing, Painting, Printmaking, Sculpture, or Installation

##### **Course Requirements**

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)

- ARTS-210/ARTS-210G The Artist's Perspective: Painting 1:2 (3)
- ARTS-320 Painting Studio (3)
- ARTS-340 Sculpture Studio (3)
- ARTS-360 Drawing Studio (3)
- ARTS-363 Relief Printmaking Studio (3)  
*or*  
ARTS-364 Intaglio Studio (3)
- ARTS-400 Senior Seminar (3) (taken for a total of 6 credit hours)
- ARTS-560 Drawing Practicum I (3)
- ARTS-561 Drawing Practicum II (3)
- 27 credit hours from the following including 18 credit hours from the student's area of specialization and 9 credit hours from another area:
  - ARTS-320 Painting Studio (3)
  - ARTS-340 Sculpture Studio (3)
  - ARTS-344 Ceramics Studio (3)
  - ARTS-360 Drawing Studio (3)
  - ARTS-363 Relief Printmaking Studio (3)
  - ARTS-364 Intaglio Studio (3)
  - ARTS-520 Advanced Printmaking (3)
  - ARTS-560 Drawing Practicum I (3)
  - ARTS-561 Drawing Practicum II (3)
- 3 credit hours in art history (ARTH)
- 3 additional credit hours in art history or from the following
  - COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
  - COMM-105/COMM-105G Visual Literacy 1:1 (3)
  - COMM-209 Communication and Society (3)
  - COMM-511 History of Documentary (3)
  - COMM-517 History of Cross-Cultural Cinema (3)
  - COMM-520 History of Animation (3)
  - COMM-527 History of Photography (3)
  - COMM-558 Survey of American Cinema (3)
  - PHIL-230/PHIL-230G Meaning and Purpose in the Arts 1:2 (3)
- 6 credit hours of electives; additional courses from the student's area of specialization are recommended

#### **Area of Specialization**

Multimedia

#### **Course Requirements**

- ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)
- ARTS-360 Drawing Studio (3)
- ARTS-400 Senior Seminar (3) (taken for a total of 6 credit hours)

- ATBC-101 Fundamentals of Audio Technology (3)
- COMM-330 Principles of Photography (3)
- COMM-331 Film and Video Production I (3)
- COMM-350 Digital Imaging (3)
- COMM-352 Web Studio (3)
- GDES-220 Computer Literacy for Design (3)
- GDES-315 Experience Design and the Computer (3)
- MMDD-205 Introduction to Multimedia History and Theory (3)
- MMDD-300 Multimedia Authoring (3)
- MMDD-350 Composing with Media (3)
- MMDD-405 Multimedia Thesis (3)
- 3 credit hours in art history (ARTH) or from the following:
  - COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
  - COMM-105/COMM-105G Visual Literacy 1:1 (3)
  - COMM-209 Communication and Society (3)
  - COMM-511 History of Documentary (3)
  - COMM-517 History of Cross-Cultural Cinema (3)
  - COMM-520 History of Animation (3)
  - COMM-527 History of Photography (3)
  - COMM-558 Survey of American Cinema (3)
  - PHIL-230/PHIL-230G Meaning and Purpose in the Arts 1:2 (3)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

#### **B.A. in Multimedia**

##### **Admission to the Program**

Formal admission to the major requires satisfactory completion of 6 credit hours of design courses, 6 credit hours of computing courses, and 6 credit hours of communication courses, with an overall grade point average of 3.00 or better.

##### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

##### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 57 credit hours with grades of C or better

**Course Requirements****Groundwork (27 credit hours)**

- ARTH-105/ARTH-105G Art: The Historical Experience 1:1 (3)
- ATEC-101 Fundamentals of Audio Technology (3)
- COMM-105/COMM-105G Visual Literacy 1:1 (3)
- COMM-330 Principles of Photography (3)
- GDES-200 Introduction to Graphic Design (3)
- GDES-210 Introduction to Typography (3)
- GDES-220 Computer Literacy for Design (3)
- MMDD-205 Introduction to Multimedia History and Theory (3)
- PERF-110/PERF-110G Understanding Music 1:1 (3)

**Integration (18 credit hours)**

- COMM-331 Film and Video Production I (3)
- COMM-350 Digital Imaging (3)
- COMM-352 Web Studio (3)
- GDES-315 Experience Design and the Computer (3)
- MMDD-300 Multimedia Authoring (3)
- MMDD-350 Composing with Media (3)

**Emphasis (6 credit hours)**

- 6 credit hours from the following  
ATEC-210 Sound Synthesis I (3)  
ATEC-410 Sound Studio Techniques and Practice (3)  
COMM-323 Computer Techniques for Communication Studies (3)

COMM-434 Film and Video Production II (3)

COMM-454 Motion Graphics and Effects I (3)

CSC-280 Introduction to Computer Science I (4)

CSC-435 Web Programming (3)

CSC-438 PL/SQL Database Programming (3)

GDES-300 Intermediate Typography (3)

GDES-325 Kinetic and Sequential Graphics (3)

GDES-405 User Experience Design I (3)

GDES-425 User Experience Design II (3)

**Portfolio (6 credit hours)**

- MMDD-405 Multimedia Thesis (3)
- MMDD-455 Multimedia Seminar (3)  
*or*  
MMDD-491 Internship (3)

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's

Honors coordinator advises students in Program regarding departmental option

University Honors

**Minor in Art History**

- 18 credit hours with grades of C or better  
hours unique to the minor

**Course Requirements**

- ARTH-100/ARTH-100G European Art from Cave to Cathedral 2:1 (3)
- ARTH-101 European Art: Renaissance to Present (3)
- 3 credit hours at the 200 or 300 level and 9 credit hours at the 300 level or above, approved in advance by a art history advisor

**Minor in Graphic Design**

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

**Course Requirements**

- COMM-330 Principles of Photography (3)
- GDES-200 Introduction to Graphic Design (3)
- GDES-210 Introduction to Typography (3)
- GDES-220 Computer Literacy for Design (3)
- 9 credit hours from the following  
GDES-230 Graphic Design History (3)  
GDES-300 Intermediate Typography (3)  
GDES-310 Print Design and the Computer (3)  
GDES-315 Experience Design and the Computer (3)  
GDES-320 Design and Photography (3)  
GDES-325 Kinetic and Sequential Graphics (3)  
GDES-350 Illustration (3)  
GDES-400 Advanced Design I: Systems Design (3)  
GDES-405 User Experience Design I (3)  
GDES-420 Advanced Design II: Narrative Design (3)  
GDES-425 User Experience Design II (3)  
GDES-450 Packaging Design (3)

**Minor in Studio Art**

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

Specific requirements depend on the student's interest and area of concentration, which may include drawing, painting, printmaking, sculpture, ceramics, installation, or multimedia.

**Course Requirements**

- 21 credit hours from the following approved in advance by a studio faculty advisor:  
ARTS-320 Painting Studio (3)  
ARTS-340 Sculpture Studio (3)  
ARTS-344 Ceramics Studio (3)  
ARTS-360 Drawing Studio (3)  
ARTS-363 Relief Printmaking Studio (3)  
ARTS-364 Intaglio Studio (3)

- ARTS-520 Advanced Printmaking (3)
- ARTS-560 Drawing Practicum I (3)
- ARTS-561 Drawing Practicum II (3)
- or*
- 21 credit hours from the following multimedia courses

- ARTS-205/ARTS-205G The Artist's Perspective:

Drawing 1:2 (3)

- ATEC-101 Fundamentals of Audio Technology (3)
- COMM-330 Principles of Photography (3)
- COMM-331 Film and Video Production I (3)
- GDES-220 Computer Literacy for Design (3)
- MMDD-205 Introduction to Multimedia History and Theory (3)
- MMDD-300 Multimedia Authoring (3)

## M.A. in Art History

---

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should hold a bachelor of arts degree from an accredited college or university. Students whose records indicate a strong aptitude for graduate study, but whose undergraduate major was not in art history, will be required to complete at least 24 credit hours of art history before being considered for admission to the graduate program. Admission is based on academic record, Graduate Record Examination (GRE) scores, and two letters of recommendation (if the undergraduate degree was not earned in the department).

At the department's discretion, students who have completed at least 18 credit hours of art history may be considered for admission and, if admitted, may complete the 6 credit hour deficiency during the course of their M.A. program.

Part-time students are advised that an M.A., which takes at least three semesters of full-time study, cannot be completed at night or in summer only.

### Special Opportunities

Individually structured programs in museum training and internships in local museums, galleries, agencies, or libraries are available for qualified students with departmental approval.

### Curriculum Models

*Curriculum Model I: General History of Western Art.* A discipline-oriented approach for students who intend to continue for a Ph.D. elsewhere or to teach at the high school or junior college level. The program emphasizes a range of art history courses with a conventional period specialization.

*Curriculum Model II: Applied Research in Art History.* A practical-applications approach with intensive training in research and writing for students who seek special training for museum work, architectural survey, historic preservation research, etc. The program may include related course work in history, culture, American studies, etc., as well as internships and field experience.

*Curriculum Model III: Concepts of Art and Art History.* A problem-oriented approach aimed at depth of understanding of art and methods of art history, for students interested in connoisseurship and critical analysis, generally with an emphasis in painting. The program may include related courses such as ARTS-700 Criticism of Painting, as well as independent reading courses in criticism, theory, or historiography.

### Degree Requirements

- 30 credit hours of approved graduate work  
A 36-credit hour program with a structured museum internship option is available to qualified students.
- Tool of research: intermediate-level French, German, or Italian, or reading knowledge of one of these languages demonstrated through examination
- Advancement to candidacy after completion of 18 credit hours with a grade point average of 3.00 or higher (on a 4.00 scale) and satisfactory completion of the tool requirement
- Two written examinations:

History of Western Art (Greek to Modern)

One in the student's field of specialization: medieval art, Renaissance art, baroque and rococo art, nineteenth and twentieth century art, or art in the United States

- Two substantial research papers in lieu of a thesis; at least one paper must originate in a graduate seminar and one must be in the student's field of specialization.

### Course Requirements

- ARTH-500 Approaches to Art History (3)
- ARTH-792 Research Seminar in Art History (3)
- ARTH-793 Directed Research in Art History (3) *or* ARTH-690 Independent Study (3)
- 9 credit hours in the field of specialization
- Remaining 12 credit hours as approved

*Note:* 6 additional credit hours of course work are required if museum training or more than one internship is selected.

## M.F.A. in Studio Art

---

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants should hold a Bachelor of Arts (with a major in Fine Arts) or a Bachelor of Fine Arts. Under special circumstances, applicants without a B.A. or B.F.A. degree or without a major in Fine Arts, but with outstanding artistic or professional qualifications, may be considered for admission.

Admission is based on academic record, two letters of recommendation, and a portfolio of at least twenty slides, including examples of drawings. A resume of the applicant's background should be included in the portfolio. Slide portfolios should be sent directly to the Department of Art. The department cannot be liable for loss or damage or for any transportation or mailing expense.

## Degree Requirements

- 36 credit hours of approved graduate work

Additional studio (or art history) courses may be required to attain maturity and proficiency and to complete satisfactorily the comprehensives and thesis. The number and kinds of additional courses will be stipulated by the admissions committee at the time of admission.

- One public oral examination after completion of each semester of ARTS-797 Master's Thesis Seminar and mandatory attendance at all M.F.A. in Studio Art public oral examinations
- A thesis exhibition of original works of art in the student's area of specialization executed independently by the student in consultation with a thesis committee of two or three faculty members. Written and photographic documentation of approved thesis is also required.
- Mandatory attendance at all visiting artist lectures and critiques

## Course Requirements

### Areas of Specialization

Drawing, Painting, Printmaking, Sculpture, or Installation

- ARTS-560 Drawing Practicum I (3)
- ARTS-561 Drawing Practicum II (3)
- ARTS-600 Twentieth Century Art Theory (3)
- ARTS-601 Contemporary Art Theory (3)
- ARTS-797 Master's Thesis Seminar (3) (12 credit hours total)
- 6 credit hours from the following graduate art history (ARTH) course  
COMM-511 History of Documentary (3)  
COMM-517 History of Cross-Cultural Cinema (3)

COMM-520 History of Animation (3)

COMM-527 History of Photography (3)

COMM-558 Survey of American Cinema (3)

- 3 credit hours from the following studio courses:

ARTS-520 Advanced Printmaking (3)

ARTS-530 Advanced Sculpture (3)

ARTS-560 Drawing Practicum I (3)

ARTS-561 Drawing Practicum II (3)

- 3 additional credit hours from the studio courses above, or other graduate course approved by the department chair

### Area of Specialization

Multimedia

- ARTS-600 Twentieth Century Art Theory (3)
- ARTS-601 Contemporary Art Theory (3)
- ARTS-797 Master's Thesis Seminar (3) (12 credit hours total)
- 9 credit hours of approved graduate course work
- 6 credit hours from the following graduate art history (ARTH) course  
COMM-511 History of Documentary (3)  
COMM-517 History of Cross-Cultural Cinema (3)  
COMM-520 History of Animation (3)  
COMM-527 History of Photography (3)  
COMM-558 Survey of American Cinema (3)
- 3 credit hours from the following  
ARTS-560 Drawing Practicum I (3)  
ARTS-561 Drawing Practicum II (3)  
COMM-631 Film and Video Production I (3)  
COMM-634 Film and Video Production II (3)  
COMM-650 Digital Imaging (3)  
COMM-652 Web Studio (3)  
COMM-654 Motion Graphics and Effects I (3)  
other graduate course approved by the department chair

# Asian Studies

**Coordinator** Quansheng Zhao, Director, Center for Asian Studies and Professor, School of International Service

The Asian Studies certificate is an interdisciplinary program involving courses taught by faculty from across the university.

## Undergraduate Certificate in Asian Studies

### Admission to the Program

Open to undergraduate degree and nondegree students.

### Certificate Requirements

- 15 credit hours of approved course work with at least 9 credit hours at the 300-level or above, with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the

GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

- Capstone: successful completion of a 3-credit hour Asian studies research project conducted under the supervision of an Asian studies faculty member. An independent study or Honors Capstone paper may be used to fulfill this requirement.
- Students must complete at least one year of language courses or the equivalent in Chinese, Hindi, or Japanese, or other languages with approval of the faculty advisor.

**Course Requirements****Gateway Requirement**

- One of the following  
HIST-347 Asian Studies (3) (topics)  
PHIL-313 Studies in Asian Philosophy (3) (topics)  
SIS-161 Civilizations of Asia (3)  
SIS-567 International Relations of East Asia (3)

**Concentration**

- 9 credit hours from the following with at least one course from a department other than the one in which the student has a primary focus:  
ANTH-230/ANTH-230G India: Its Living Traditions 3.2 (3)  
HIST-347 Asian Studies (3) (topics) (if not used for Gateway requirement above)  
PHIL-313 Studies in Asian Philosophy (3) (topics) (if not used for Gateway requirement above)  
RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)  
RELG-210/RELG-210G Non-Western Religious Traditions 3:2 (3)  
RELG-370 Islam (3)  
RELG-373 Hinduism (3)  
SIS-161 Civilizations of Asia (3) (if not used for Gateway requirement above)  
SIS-245/SIS-245G The World of Islam 3:2 (3)  
SIS-255/SIS-255G China, Japan and the United States 3:2 (3)  
SIS-560 Chinese Foreign Policy (3)  
SIS-561 Modern China (3)  
SIS-562 Political Economy of China (3)  
SIS-563 Japanese Foreign Policy (3)  
SIS-564 Chinese Politics (3)  
SIS-565 U.S. Economic Relations with Japan and China (3)  
SIS-567 International Relations of East Asia (3) (if not used for Gateway requirement above)
- Capstone (3)

**Graduate Certificate in Asian Studies****Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution.

**Certificate Requirements**

- 15 credit hours of approved course work, with at least 6 credit hours at the 600-level or above, with grades of C or better. Grades of C- or D in certificate program courses will

not be accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the cumulative grade point average. Students must have at least a 3.0 grade point average in certificate courses in order to be awarded a certificate.

Students in certificate programs must take a minimum of 6 credit hours during each 12-month period after they are admitted. International students must enroll in 9 credit hours each semester. All programs must be completed within four years. A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

- Capstone: successful completion of a 3 credit-hour Asian studies research project conducted under the supervision of an Asian studies faculty member. A Substantial Research Paper (SRP) or graduate independent study may be used to fulfill this requirement.
- Students must complete the Graduate Tool of Research Language Exam.

**Course Requirements****Gateway Requirement**

- One of the following  
HIST-647 Asian Studies (3) (topics)  
PHIL-613 Studies in Asian Philosophy (3) (topics)  
SIS-567 International Relations of East Asia (3)

**Concentration**

- 9 credit hours from the following with at least one course from a department other than the one in which the student has a primary focus:  
HIST-647 Asian Studies (3) (topics) (if not used for Gateway requirement above)  
PHIL-613 Studies in Asian Philosophy (3) (topics) (if not used for Gateway requirement above)  
RELG-670 Islam (3)  
RELG-673 Hinduism (3)  
SIS-560 Chinese Foreign Policy (3)  
SIS-561 Modern China (3)  
SIS-562 Political Economy of China (3)  
SIS-563 Japanese Foreign Policy (3)  
SIS-564 Chinese Politics (3)  
SIS-565 U.S. Economic Relations with Japan and China (3)  
SIS-567 International Relations of East Asia (3) (if not used for Gateway requirement above)
- Capstone (3)

# Biology

---

**Chair** Catherine Schaeff'

## Full-Time Faculty

**Professor Emeritus/a** W.C. Banta, E.J. Breyere,  
B.J. Clarke, R.H. Fox, M.C. Sager

**Professor** D.C. Culver

**Research Professor** D. Boness, B. Chambers, F. Ferari,  
R. Fleischer, J. Harasewych, G. Loeb, M. Morin, R. Nelson,  
J. Norenburg, D. Pawson, D. Swanson, K. Swartz

**Associate Professor** D.W. Fong, C. Schaeff'

**Assistant Professor** L. Ameson, K. Bushaw-Newton,  
D. Carlini, V. Connaughton, K. Kim, S. MacAvoy, C. Tudge

The Department of Biology provides courses in the life sciences, emphasizing advances in molecular genetics, embryology, development, and evolutionary biology. Faculty members conduct research in numerous areas including biodiversity, cave biology, cell biology, conservation biology, developmental biology, evolutionary ecology, immunology, marine science, marine mammals, microbiology, molecular genetics, oceanography, tropical reefs, and vertebrate vision. Students are encouraged to participate in research projects at all levels. Students also have the opportunity to visit, observe, and intern at some of the nation's most prestigious biological research centers, including the National Institutes of Health (NIH), National Institute of Mental Health (NIMH), Smithsonian Institution, Environmental Protection Agency (EPA), National Oceanic & Atmospheric Administration (NOAA), National Aquarium in Baltimore, and the National Zoo.

The department has both undergraduate and graduate teaching laboratories as well as faculty research laboratories in which students are encouraged to learn. Students have the opportunity to gain experience with a wide variety of techniques including nucleic acid and protein isolation, DNA analysis and electrophoresis, bacterial and primary cell culture, stereo, compound, and fluorescent microscopy, and computer-assisted measurements with data analysis. The facilities of the Department of Biology and cooperative agreements with various government laboratories make possible opportunities for research in environmental, ecological, marine, and biomedical sciences.

The Department of Biology offers programs leading to the B.S. in Biology and the M.A. or M.S. in Biology. An undergraduate minor in biology is also available. The department provides basic training in the life sciences, emphasizing modern advances in the areas of molecular genetics, embryology and development, and evolutionary biology. In addition to training for a career or graduate study in biology, students are prepared for medical, dental, and veterinary schools. The Department of Biology offers courses that combine traditional education with the training necessary for today's professional marketplace. The curriculum is designed to allow individuals

maximum choice of course selection after departmental requirements have been met.

The graduate degree programs both emphasize the development of research techniques. Research and teaching laboratories are well equipped and constantly upgraded. Students have the opportunity to gain experience in scientific methods and experimental design in the laboratory and in the field.

The department also offers a B.A. in Environmental Studies, B.S. in Marine Science, minor in environmental science, M.S. in Environmental Science, and a Graduate Certificate in Environmental Assessment. See Environmental Studies for information on admission and program requirements.

The premedical programs of the College of Arts and Sciences, including a Postbaccalaureate Premedical Certificate, are available to help all undergraduate, postbaccalaureate, and graduate students who are considering a career in medicine or one of the allied health professions. For more information see Preprofessional Programs.

## B.S. in Biology

---

### Admission to the Program

Admission is through formal declaration of major. The department counsels freshmen and transfer students.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 72 credit hours with grades of C or better

### Course Requirements

#### Departmental Requirements

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- BIO-499 Senior Seminar in Biology (3)
- 20 credit hours in biology or other courses approved by the department chair at the 300 level or above. No more than 3 credit hours of a combination of BIO-390 Independent Reading, BIO-392 Cooperative Education, BIO-490

Independent Study Project in Biology, or BIO-491 Internship may be counted toward this requirement.

#### **Related Requirements**

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
  - or*
  - STAT-202 Basic Statistics (4)
- PHYS-110/PHYS-110G University Physics I 5:1 (4) (recommended)
  - or*
  - PHYS-105/PHYS-105G College Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4) (recommended)
  - or*
  - PHYS-205/PHYS-205G College Physics II 5:2 (4)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

#### **Minor in Biology**

- 28 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- One additional upper-level Biology course approved by the department chair

#### **Combined B.S. and M.A. or M.S. in Biology**

##### **Admission to the Program**

Undergraduate biology majors should apply for admission to the B.S./Master's program by the end of the junior year. Admission is open to undergraduates whose overall grade point average and grade point average in biology course is 3.0 or

higher. Applications must be accompanied by two letters of recommendation, a statement of purpose, and Graduate Record Examination (GRE) scores. Each student's file must be approved by the department's Graduate Studies Committee prior to the end of the junior year to assure adequate time to complete degree requirements for the program.

Students should discuss their interest in the program and their course schedules with members of the faculty before submitting a formal application. Interested students are encouraged to enroll in up to 3 credit hours of BIO-490 Independent Study Project to conduct independent study research before applying.

#### **Requirements**

- All requirements for the B.S. in Biology  
Undergraduate students may apply 6 credit hours of approved 500-level course work in biology, CHEM-560 Biochemistry I, and STAT-514 Statistical Methods to satisfy the requirements for both degrees.
- All requirements for the M.A. or M.S. in Biology, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

#### **M.A. in Biology**

This is a nonthesis degree for students seeking various life science professions, as additional training for students seeking admission to professional schools, or as an intermediate degree for those intending to pursue further graduate study.

##### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must take the Graduate Record Examination, including the General Test and the Advanced Test in Biology. International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). Applicants must submit two letters of recommendation.

#### **Degree Requirements**

- 30 credit hours of approved graduate work
- Comprehensive examination
- Directed literature research (BIO-790) resulting in a significant paper reviewing some aspect of life science; the subject of this review paper is selected by the student subject to approval by the graduate studies committee and the chair of the department
- An oral report presented in the form of a public seminar on the topic of the review paper

#### **Course Requirements**

- BIO-566 Evolutionary Mechanisms (3)
- BIO-583 Molecular Biology (3)
- BIO-677 Special Topics in Developmental Biology (1)
  - or*
  - BIO-679 Topics in Evolutionary Biology (1)
- BIO-697 Research Methods in Biology (3)

- BIO-790 Biology Literature Research (3)
- STAT-514 Statistical Methods (3) (satisfies tool of research requirement)
- An additional 14 hours of approved graduate course work

## M.S. in Biology

This is a research degree that may serve as an intermediate degree for those intending to pursue further graduate study, as well as a necessary degree for a variety of careers in the life sciences.

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must take the Graduate Record Examination, including the General Test and the Advanced Test in Biology. International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). Applicants must submit two letters of recommendation. Preference is given to applicants with a clear interest in working in the research laboratory of one of the full-time faculty members in the department.

### Degree Requirements

- 30 credit hours of approved graduate work

- Comprehensive examination
- Advancement to candidacy, which requires the acceptance of a research proposal by the student's advisor, the graduate studies committee, and the chair of the department at least one semester prior to the oral defense of the thesis.

- Completion, oral defense, and the acceptance of thesis by the thesis committee, chair of the department, and the university
- Course Requirements**

- BIO-566 Evolutionary Mechanisms (3)
  - BIO-583 Molecular Biology (3)
  - BIO-677 Special Topics in Developmental Biology (1) or  
BIO-679 Topics in Evolutionary Biology (1)
  - BIO-697 Research Methods in Biology (3)
  - BIO-797 Master's Thesis Research (5)
  - STAT-514 Statistical Methods (3) (satisfies tool of research requirement)
  - An additional 12 hours of approved graduate course work
- Special Opportunities**
- Teaching fellowships or assistantships
  - Helmlinge and Burhoe Awards for biology graduate students

## Chemistry

**Chair** David Culver

**Full-Time Faculty**

**Professor Emeritus** H.S. El Khadem (Isbell Chair Emeritus),  
P.F. Waters

**Horace and May Isbell Chair in Natural Products**

**Chemistry** D. Horton

**Professor** A.M. Cheh, J.E. Girard

**Research Professor** L.T. Hughes, J. Kutina, J.G. Osteryoung,  
, C.D. Pibel

**Associate Professor** F.W. Carson

**Research Associate Professor** A. Le

**Assistant Professor** M. Konaklieva, D. Fox

ment provides a personal, congenial environment where students can develop and pursue a flexible program of study designed to fulfill individual interests and needs.

The Department of Chemistry is equipped with standard chemical instrumentation, including spectrometers and chromatographic equipment. Laboratory facilities in the Beegly Building include modern teaching and research laboratories as well as a computer room, dark room, controlled temperature room, and instrument rooms. Specialized laboratories have been established for research in biochemistry, polymer chemistry, and carbohydrate chemistry, and for work requiring an inert atmosphere. Graduate and undergraduate students are involved in a variety of research projects using the facilities of the department or through cooperative agreements with many governmental laboratories.

Faculty members are involved in conducting research in analytical chemistry, biochemistry, carbohydrate chemistry, inorganic chemistry, biotechnology, organic synthesis, and physical biochemistry. Laboratory research projects are available in our own well-equipped modern building and also at many world-renowned research laboratories in the Washington, D.C. area.

Research opportunities in the Washington area through internships, cooperative education work-study programs, and special arrangements are available at the following laboratories: Center for Advanced Research in Biotechnology, Food and Drug Administration, National Institute of Standards and Tech-

Chemistry is the science that deals with the composition of materials, their structures and properties, the transformations they undergo, and the energy changes that accompany these transformations. Areas of study include general, organic, physical, analytical, and inorganic chemistry, as well as biochemistry and earth science. Students are encouraged to participate in research projects at all levels.

Accredited by the American Chemical Society, the department offers programs leading to the B.S. and M.S. in Chemistry and the B.S. in Biochemistry. Besides training for a career or graduate study in chemistry, undergraduate students are prepared for medical or dental school, engineering programs, and other careers where technical expertise is needed. The depart-

nology, National Institutes of Health, Naval Medical Research Institute, Naval Research Laboratory, Naval Surface Weapons Laboratory, U.S. Army Mobility Equipment Research and Development Command at Fort Belvoir, and the Walter Reed Army Institute of Research. Students who participate in these programs obtain experience with specialized equipment and interact with research scientists outside the university.

The premedical programs of the College of Arts and Sciences, including a Postbaccalaureate Premedical Certificate, are available to help all undergraduate, postbaccalaureate, and graduate students who are considering a career in medicine or one of the allied health professions. For more information see Preprofessional Programs.

#### **Teaching Certification**

Students interested in obtaining teaching credentials for grades 7–12 may take a 36-credit hour second major in secondary education or combine their undergraduate degree with the M.A.T. degree with a concentration in secondary education. For information on admission and program requirements, see the School of Education, Teaching and Health secondary education programs.

### **B.S. in Biochemistry**

#### **Admission to the Program**

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale). The department counsels freshmen and transfer students, as well as declared biochemistry majors.

#### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

#### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

#### **Major Requirements**

- 72 credit hours with grades of C or better

#### **Course Requirements**

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- BIO-440 Microbiology with Laboratory (4)
- BIO-583 Molecular Biology (3)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)

- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-410 Biophysical Chemistry (3)
- CHEM-411 Biophysical Chemistry Laboratory (1)
- CHEM-460 Instrumental Analysis (3)
- CHEM-461 Instrumental Analysis Laboratory (2)
- CHEM-508 Human Biochemistry Laboratory (1)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. Students may take Honors supplements to satisfy the advanced-level requirements, but are encouraged to meet with faculty members to discuss independent research projects that combine the advanced-level and capstone experiences. Students register for CHEM-398, CHEM-399, CHEM-498, or CHEM-499 as appropriate. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

### **B.S. in Chemistry**

#### **Admission to the Program**

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale). The department counsels freshmen and transfer students, as well as declared chemistry majors.

#### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

#### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

#### **Major Requirements**

- 68 credit hours with grades of C or better

#### **Course Requirements**

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)

- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-350 Quantitative Analysis (3)
- CHEM-351 Quantitative Analysis Laboratory (2)
- CHEM-410 Biophysical Chemistry (3)
- CHEM-411 Biophysical Chemistry Laboratory (1)
- CHEM-460 Instrumental Analysis (3)
- CHEM-461 Instrumental Analysis Laboratory (2)
- CHEM-510 Advanced Physical Chemistry (3)
- CHEM-511 Advanced Physical Chemistry Laboratory (2)
- CHEM-550 Advanced Inorganic Chemistry (3)
- CHEM-552 Inorganic Chemistry Laboratory (1)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-313 Calculus III (4)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)
- At least 3 credit hours from the following:  
CHEM-490 Independent Study Project (1–6)  
CHEM-498 Honors: Senior Year (1–3)  
CHEM-499 Honors: Senior Year (1–3)

### **Special Opportunities**

- Anthony M. Schwartz Undergraduate Research Fellowship
- Qualified junior and senior chemistry majors may conduct research under CHEM-390/490 Independent Study Project.
- A cooperative work-study program involving several research organizations is available through the Department of Chemistry. Undergraduate students work full time for six months and study at the university for five months.

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. Students may take Honors supplements to satisfy the advanced-level requirements, but are encouraged to meet with faculty members to discuss independent research projects that combine the advanced-level and capstone experiences. Students register for CHEM-398, CHEM-399, CHEM-498, or CHEM-499 as appropriate. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

### **Minor in Biochemistry**

- 35 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- BIO-110/BIO-110G General Biology I 5:1 (4)

- BIO-210/BIO-210G General Biology II 5:2 (4)
- BIO-300 Cell Biology with Laboratory (4)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-508 Human Biochemistry Laboratory (1)
- CHEM-560 Biochemistry I (3)
- CHEM-561 Biochemistry II (3)

### **Minor in Chemistry**

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- 8 credit hours from the following with the approval of the department chair:
  - CHEM-350 Quantitative Analysis (3)
  - CHEM-351 Quantitative Analysis Laboratory (2)
  - CHEM-410 Biophysical Chemistry (3)
  - CHEM-411 Biophysical Chemistry Laboratory (1)
  - CHEM-460 Instrumental Analysis (3)
  - CHEM-461 Instrumental Analysis Laboratory (2)
  - CHEM-510 Advanced Physical Chemistry (3)
  - CHEM-511 Advanced Physical Chemistry Laboratory (2)
  - CHEM-560 Biochemistry I (3)
  - CHEM-561 Biochemistry II (3)

### **Combined B.S. and M.S. in Chemistry**

#### **Admission to the Program**

Undergraduate chemistry majors should apply for admission to the B.S./M.S. program by the end of the junior year. Admission is open to undergraduates whose overall grade point average and grade point average in chemistry courses is 3.00 or higher. Applications must be accompanied by two letters of recommendation and a statement of purpose.

Students should discuss their interest in the program with members of the faculty before submitting a formal application. Interested students are encouraged to enroll in CHEM-490 Independent Study Project to conduct independent study research before applying.

**Requirements**

- All requirements for the B.S. in Chemistry or Biochemistry  
Undergraduate students may apply 6 credit hours of approved 500-level course work in chemistry or 3 credit hours in chemistry and STAT-514 Statistical Methods to satisfy the requirements for both degrees.
- All requirements for the M.S. in Chemistry, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

**M.S. in Chemistry****Admission to the Program**

Applicants must have earned a degree equivalent to fulfilling the requirements for a B.S. in Chemistry or Biochemistry with a 3.00 cumulative grade point average (on a 4.00 scale) in chemistry from a college accredited by the American Chemical Society or equivalent. Graduate Record Examination (GRE) scores are required. All applications must be approved by the faculty of the Department of Chemistry.

**Degree Requirements**

- 30 credit hours of approved graduate work  
The entire course of study must constitute a unified program. Each student must have a proposed curriculum approved by the department's academic advisor and the department chair within one semester after entering the program.
- Tool of research: an examination in German, French, Russian, computer programming, or statistics.
- One comprehensive examination
- Research requirement:  
CHEM-797 Master's Thesis Research (6) or

CHEM-797 Master's Thesis Research (3) and  
CHEM-691 Internship in Chemistry (3)  
with grades of B or better

A thesis of publishable quality based on original chemical laboratory research must be presented at a public seminar and defended before the student's committee immediately thereafter. A research proposal must be accepted by the student's thesis committee at least one semester prior to the oral defense of the thesis.

**Course Requirements**

- CHEM-602 Research Method Design (3)
- CHEM-603 Chemical Characterization (3)
- CHEM-604 Advanced Laboratory Techniques (3)
- CHEM-605 Research Seminar (3)
- CHEM-797 Master's Thesis Research (6)  
*or*  
CHEM-797 Master's Thesis Research (3) and  
CHEM-691 Internship in Chemistry (3)
- Three courses from the following:  
CHEM-510 Advanced Physical Chemistry (3)  
CHEM-520 Advanced Organic Chemistry I (3)  
CHEM-540 Advanced Analytical Chemistry (3)  
CHEM-550 Advanced Inorganic Chemistry (3)  
CHEM-561 Biochemistry II (3)
- One course from the following:  
CHEM-521 Advanced Organic Chemistry II (3)  
CHEM-535 Topics in Biological and Organic  
Chemistry (3)  
CHEM-555 Topics in Inorganic and Analytical  
Chemistry (3)  
CHEM-565 Proteomics (3)

**Computer Science, Audio Technology, and Physics****Chair** Teresa L. Larkin**Full-Time Faculty****Computer Science**

**Professor Emeritus** R.A. Bassler, T.J. Bergin,  
F.W. Connolly, W.J. Kennevan, I.D. Welt

**Professor** M. Owrang, A. Wu

**Associate Professor Emeritus** W.H. Gammon

**Associate Professor** M.A. Gray

**Instructor** A. Ford, R. Myers

**Physics**

**Professor Emeritus** M. Harrison, R.B. Kay, H.R. Reiss,  
R.A. Segnan, R.V. Waterhouse, J.A. White

**Professor** R. Berendzen, L. Medsker

**Associate Professor** T. Larkin

**Assistant Professor** N. Harshman

**Audio Technology**

**Assistant Professor** P. Oehlers

The Department of Computer Science, Audio Technology, and Physics provides programs in three disciplines that stand at the forefront of most scientific and technical areas. Students in these programs learn the fundamentals of a discipline while preparing themselves for careers in the sciences or technologies. In addition, the department is able to provide innovative cross-discipline courses so that students can gain a broader education.

The department's Washington, D.C. location affords students access to many governmental, cultural, scientific, and historical institutions. These institutions serve as an important research resource and as a source of employment for students with the strong technological background provided by these programs.

**Audio Technology**

The B.S. in Audio Technology, the B.A. in Audio Production, and a minor in audio technology are offered. The B.S. in Audio Technology prepares students for careers in the audio, entertainment, acoustics, computer, and electronics fields, while

the B.A. in Audio Production concentrates on audio and music production within the broader context of a liberal arts education. These programs focus on the art and science of audio and music technology, including sound synthesis and electronic music production, multitrack studio recording, analog and digital electronics, physics/acoustics, and digital audio workstations. Students can gain real-world experience by interning at a professional recording studio, radio or television station, theater, or other such facility.

### **Computer Science**

The B.S., M.S., and undergraduate minor in Computer Science are offered. These programs prepare students for a wide range of career opportunities in software development and design, multimedia computing, artificial intelligence and computer vision, and other technical computing professions. They ensure a balanced presentation of the practical and theoretical aspects of computer science and provide students with a background for professional employment or further graduate study in the discipline.

### **Physics**

The B.S. in Physics, a minor in physics, and a minor and undergraduate certificate in applied physics are offered. Courses focus on the study of physical phenomena and properties of the universe: gravitation, electricity and magnetism, atomic and nuclear structure, fundamental particles, and the properties of matter.

In our high-technology society, people with undergraduate physics backgrounds are employed in research labs and engineering fields, work in consulting companies, or pursue graduate studies. Physics graduates are in diverse fields such as computer systems analysis and design, fiber-optics telecommunications systems, medical physics, acoustics, environmental science, digital audio and multimedia technology, science education, and science policy. Educational facilities include general laboratories, as well as laboratories in physics education, Mossbauer spectroscopy, laser physics, computational physics, and neural computing.

## **B.A. in Audio Production**

### **Admission to the Program**

Formal admission to the program requires a grade point average of 2.00 (on a 4.00 scale) and departmental approval.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- 56 credit hours with grades of C or better

### **Course Requirements**

#### **Core Courses (23 credit hours)**

- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- ATEC-210 Sound Synthesis I (3)
- ATEC-220 Sound Synthesis II (3)
- ATEC-410 Sound Studio Techniques and Practice (3)
- ATEC-420 Advanced Sound Studio Techniques (3)
- ATEC-450 Audio Technology Capstone (1-6)
- ATEC-507 Digital Audio Workstations I (3)
- ATEC-508 Digital Audio Workstations II (3)

#### **Arts Courses (12 credit hours)**

- Two sequences (4 courses total) from the following:  
MMDD-200 Multimedia I (3) and  
MMDD-400 Multimedia II (3)  
PERF-102 Modern Dance I (3) and PERF-202 Modern Dance II (3)  
PERF-115/PERF-115G Theatre: Principles, Plays, and Performance 1:1 (3) and PERF-200/PERF-200G Dance and Society 1:2 (3)  
PERF-124 Harmony I (3) and PERF-125 Harmony II (3)  
PERF-227 Musicianship I (3) and  
PERF-228 Musicianship II (3)  
PERF-260 Principles of Production I (4) and  
PERF-261 Principles of Production II (4)  
PERF-305 History and Philosophy of Dance I (3) and  
PERF-306 History and Philosophy of Dance II (3)  
PERF-322 Music History I (3) and  
PERF-323 Music History II (3)  
PERF-365 Theatre History I (3) and  
PERF-366 Theatre History II (3)

#### **Business and Communication Courses (12 credit hours)**

- Two sequences (4 courses total) from the following:  
ACCT-201 Legal Issues in Business (3) and  
ACCT-240 Principles of Financial Accounting (3)  
COMM-100/COMM-100G Understanding Mass Media 4:1 (3) and  
COMM-200 Writing for Mass Communication (3)  
COMM-105/COMM-105G Visual Literacy 1:1 (3) and  
COMM-200 Writing for Mass Communication (3)  
COMM-331 Film and Video Production I (3) and  
COMM-333 Fundamentals of TV and VTR (3)  
ECON-100/ECON-100G Macroeconomics 4:1 (3) and  
ECON-200/ECON-200G Microeconomics 4:2 (3)  
FIN-200/FIN-200G Personal Finance and Financial Institutions 4:2 (3) and  
IBUS-200/IBUS-200G The Global Marketplace 3:2 (3)

**Electives (9 credit hours)**

- 9 credit hours from the following:

ARTH-105/ARTH-105G Art: The Historical Experience 1:1 (3)  
 ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)  
 ATEC-305 Acoustics (3)  
 ATEC-390 Independent Reading (1-6)  
 ATEC-491 Internship (1-6)  
 COMM-331 Film and Video Production I (3)  
 COMM-333 Fundamentals of TV and VTR (3)  
 CSC-100 Computers and Information (3)  
 CSC-210 Creativity and Computers (3)  
 MMDD-200 Multimedia I (3)  
 MMDD-400 Multimedia II (3)  
 MMDD-450 Multimedia III (3)  
 PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)  
 PSYC-115/PSYC-115G Psychology as a Natural Science 5:1 (4)  
 PSYC-235/PSYC-235G Theories of Personality 4:2 (3)  
 PSYC-240/PSYC-240G Drugs and Behavior 5:2 (3)

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**B.S. in Audio Technology****Admission to the Program**

Formal admission to the program requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the department undergraduate advisor.

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 54 credit hours with grades of C or better

**Course Requirements****Core Courses (36 credit hours minimum)**

- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- ATEC-210 Sound Synthesis I (3)
- ATEC-220 Sound Synthesis II (3)
- ATEC-305 Acoustics (3)
- ATEC-410 Sound Studio Techniques and Practice (3)
- ATEC-420 Advanced Sound Studio Techniques (3)
- ATEC-450 Audio Technology Capstone (1-6)
- ATEC-507 Digital Audio Workstations I (3)
- ATEC-508 Digital Audio Workstations II (3)
- MATH-211 Applied Calculus I (4)  
*or*  
 MATH-221 Calculus I (4)

- One of the following

COMM-100/COMM-100G Understanding Mass Media 4:1 (3)  
 COMM-105/COMM-105G Visual Literacy 1:1 (3)  
 COMM-333 Fundamentals of TV and VTR (3)

- One of the following

PERF-120 Music Fundamentals (3)  
 PERF-260 Principles of Production I (4)  
 PERF-362 Lighting Design (3)

**Physics Courses (6 credit hours minimum)**

- A two-course sequence from the following:  
 PHYS-100/PHYS-100G Physics for the Modern World 5:1 (4) *and*  
 PHYS-200/PHYS-200G Physics for the New Millennium 5:2 (3)

*or*

PHYS-105/PHYS-105G College Physics I 5:1 (4) *and*  
 PHYS-205/PHYS-205G College Physics II 5:2 (4)

*or*

PHYS-110/PHYS-110G University Physics I 5:1 (4) *and*  
 PHYS-210/PHYS-210G University Physics II 5:2 (4)

**Electronics and Computer Science Courses (12 credit hours minimum)**

- Two sequences from the following:  
 ATEC-312 Electronics I (3)/ATEC-322 Electronics Lab I (2) *and*  
 ATEC-313 Electronics II (3)/ATEC-323 Electronics Lab II (2)  
 ATEC-500 Microelectronics (4) *and*  
 ATEC-501 Digital Electronics (4)  
 CSC-100 Computers and Information (3) *and*  
 CSC-210 Creativity and Computers (3)  
 CSC-280 Introduction to Computer Science I (4) *and*  
 CSC-281 Introduction to Computer Science II (3)  
 CSC-282 Assembly-Language Programming (3) *and*  
 CSC-330 Organization of Computer Systems (4)

- CSC-543 Object-Oriented Analysis and Design (3) *and*  
 CSC-544 Object-Oriented Programming (3)

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## B.S. in Computer Science

---

### Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.0 scale) and departmental approval.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 69 credit hours with grades of C or better

### Course Requirements

- CSC-280 Introduction to Computer Science I (4)
- CSC-281 Introduction to Computer Science II (3)
- CSC-330 Organization of Computer Systems (4)
- CSC-350 Introduction to Discrete Structures (3)
- CSC-520 Algorithms and Data Structures (4)
- CSC-521 Design and Organization of Programming Languages (4)
- CSC-565 Operating Systems (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-310 Linear Algebra (3)
- STAT-202 Basic Statistics (4)
- 15 credit hours approved by the student's advisor from the following; no more than 6 credit hours of cooperative

education, internship, independent study, or independent reading may be used to fulfill this requirement.

- CSC-282 Assembly-Language Programming (3)  
 CSC-310 Introduction to Geographic Information Systems (3)  
 CSC-390 Independent Reading in Computer Science (1–6)  
     with departmental approval

- CSC-392 Cooperative Education Field Experience (3)  
 CSC-396 Selected Topics (3) with departmental approval  
 CSC-432 Introduction to Simulation and Modeling (3)  
 CSC-435 Web Programming (3)  
 CSC-438 PL/SQL Database Programming (3)  
 CSC-442 Client-Server and Distributed Information Systems (3)

- CSC-491 Internship (1–6)  
 CSC-510 Legal Issues in Computing (3)  
 CSC-535 User Interface Analysis and Design (3)  
 CSC-543 Object-Oriented Analysis and Design (3)  
 CSC-544 Object-Oriented Programming (3)  
 CSC-546 Introduction to Computer Networks (3)  
 CSC-568 Artificial Intelligence (3)  
 CSC-570 Database Management Systems (3)  
 CSC-589 Topics in Computer Science (3)  
 CSC-596 Selected Topics (3) with departmental approval  
 MATH-560 Numerical Analysis: Basic Problems (3)

- A two-semester sequence of laboratory science:  
 BIO-110/BIO-110G General Biology I 5:1 (4) *and*  
 BIO-210/BIO-210G General Biology II 5:2 (4)  
*or*  
 CHEM-110/CHEM-110G General Chemistry I 5:1 (4) *and*  
 CHEM-210/CHEM-210G General Chemistry II 5:2 (4)  
*or*  
 PHYS-105/PHYS-105G College Physics I 5:1 (4) *and*  
 PHYS-205/PHYS-205G College Physics II 5:2 (4)  
*or*  
 PHYS-110/PHYS-110G University Physics I 5:1 (4) *and*  
 PHYS-210/PHYS-210G University Physics II 5:2 (4)
- Two additional science courses, and/or courses with strong emphasis on quantitative methods

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## B.S. in Physics

---

### Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and departmental approval.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Tracks

Chemical Physics, Computational Physics, or Traditional Physics

### Major Requirements

- 57 credit hours with grades of C or better

### Course Requirements

#### Core (45 credit hours)

- CSC-280 Introduction to Computer Science I (4)
- MAIH-221 Calculus I (4)
- MAIH-222 Calculus II (4)
- MAIH-313 Calculus III (4)
- MAIH-321 Differential Equations (3)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)  
(PHYS-110 and PHYS-210 may be waived for students with exceptional high school preparation)
- PHYS-330 Classical Mechanics (3)
- PHYS-350 Electricity and Magnetism (3)
- PHYS-365 Waves and Optics (3)
- PHYS-370 Modern Physics (3)
- PHYS-440 Experimental Physics (3)
- PHYS-470 Introduction to Quantum Mechanics (3)

#### Tracks (12 credit Hours)

##### Chemical Physics

Prerequisite: CHEM-210/CHEM-210G General Chemistry II 5:2 (4)

- 12 credit hours from the following:

- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- CHEM-350 Quantitative Analysis (3)
- CHEM-351 Quantitative Analysis Laboratory (2)

CHEM-410 Biophysical Chemistry (3)

CHEM-411 Biophysical Chemistry Laboratory (1)

CHEM-460 Instrumental Analysis (3)

CHEM-461 Instrumental Analysis Laboratory (2)

### Computational Physics

- 12 credit hours from the following:
- CSC-281 Introduction to Computer Science II (3)
- CSC-330 Organization of Computer Systems (4)
- CSC-432 Introduction to Simulation and Modeling (3)
- CSC-520 Algorithms and Data Structures (4)
- CSC-543 Object-Oriented Analysis and Design (3)

### Traditional Physics

- 12 credit hours from the following:
- ATEC-305 Acoustics (3)
- ATEC-312 Electronics I (3)
- ATEC-313 Electronics II (3)
- ATEC-322 Electronics Lab I (2)
- ATEC-323 Electronics Lab II (2)
- MATH-310 Linear Algebra (3)
- PHYS-220/PHYS-220G Astronomy 5:2 (3)
- PHYS-230/PHYS-230G Changing Views of the Universe 5:2 (3)

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in Physics, students may take Honors supplements to satisfy the advanced-level requirements, but are especially encouraged to meet with members of the Physics faculty to discuss independent research projects that could comprise both the advanced-level and capstone experiences. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## Minor in Audio Technology

---

- 22 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### Course Requirements

- ATEC-101 Fundamentals of Audio Technology (3)
- ATEC-102 Audio Technology Laboratory (1)
- ATEC-210 Sound Synthesis I (3)
- ATEC-220 Sound Synthesis II (3)
- ATEC-410 Sound Studio Techniques and Practice (3)
- ATEC-420 Advanced Sound Studio Techniques (3)
- ATEC-507 Digital Audio Workstations I (3)
- ATEC-508 Digital Audio Workstations II (3)
- or
- COMM-333 Fundamentals of TV and VTR (3)

## Minor in Computer Science

---

- 20 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### Course Requirements

- CSC-100 Computers and Information (3)
- CSC-280 Introduction to Computer Science I (4)
- CSC-281 Introduction to Computer Science II (3)
- CSC-520 Algorithms and Data Structures (4)
- Two courses from the following:  
CSC-330 Organization of Computer Systems (4)  
CSC-432 Introduction to Simulation and Modeling (3)  
CSC-442 Client-Server and Distributed Information Systems (3)  
CSC-565 Operating Systems (3)  
CSC-570 Database Management Systems (3)  
or other courses with advisor's approval

## Minor in Applied Physics

---

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

### Course Requirements

- PHYS-100/PHYS-100G Physics for the Modern World 5:1 (4)
  - or*
  - PHYS-105/PHYS-105G College Physics I 5:1 (4)
  - or*
  - PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-200/PHYS-200G Physics for the New Millennium 5:2 (3)
  - or*
  - PHYS-205/PHYS-205G College Physics II 5:2 (4)
  - or*
  - PHYS-210/PHYS-210G University Physics II 5:2 (4)
- PHYS-220/PHYS-220G Astronomy 5:2 (3)
  - or*
  - PHYS-230/PHYS-230G Changing Views of the Universe 5:2 (3)
- PHYS-370 Modern Physics (3)
- 6 credit hours in elective courses at the 300 level or above, including courses outside of physics in relevant areas of technology, society, and policy, as approved by the department.

## Minor in Physics

---

- 24 credit hours with grades of C or better with at least 12 credit hours unique to the minor

### Course Requirements

- MATH-221 Calculus I (4) *and*  
MATH-222 Calculus II (4)

*or*

MATH-211 Applied Calculus I (4) *and*

MATH-212 Applied Calculus II (3)

- PHYS-105/PHYS-105G College Physics I 5:1 (4)

*or*

PHYS-110/PHYS-110G University Physics I 5:1 (4)

- PHYS-205/PHYS-205G College Physics II 5:2 (4)

*or*

PHYS-210/PHYS-210G University Physics II 5:2 (4)

- PHYS-370 Modern Physics (3)

- PHYS-330 Classical Mechanics (3)

- PHYS-350 Electricity and Magnetism (3)

## Undergraduate Certificate in Applied Physics

---

### Admission to the Program

Open to undergraduate degree and nondegree students. Credits earned for the certificate may be applied toward an undergraduate degree program.

### Certificate Requirements

- 18 credit hours of approved course work with at least 9 credit hours at the 300-level or above, with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

- PHYS-100/PHYS-100G Physics for the Modern World 5:1 (4) *and*  
PHYS-200/PHYS-200G Physics for the New Millennium 5:2 (3)
  - or*
  - PHYS-105/PHYS-105G College Physics I 5:1 (4) *and*  
PHYS-205/PHYS-205G College Physics II 5:2 (4)
  - or*
  - PHYS-110/PHYS-110G University Physics I 5:1 (4) *and*  
PHYS-210/PHYS-210G University Physics II 5:2 (4)
- PHYS-370 Modern Physics (3)
- 9 credit hours in elective courses, at least two of which must be at the 300 level or above, including courses outside of physics in relevant areas of technology, society, and policy, as approved by the department.

## **Combined B.S. and M.S. in Computer Science**

---

### **Admission to the Program**

Admission is open to undergraduate computer science majors with a minimum grade point average of 3.20. Applicants must have completed the following by the end of the junior year:

- CSC-280 Introduction to Computer Science I
- CSC-281 Introduction to Computer Science II
- CSC-520 Algorithms and Data Structures

### **Requirements**

- All requirements for the B.S. in Computer Science  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.
- All requirements for the M.S. in Computer Science, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **Combined B.S. in Mathematics and M.S. in Computer Science**

---

### **Admission to the Program**

Admission is open to undergraduate mathematics majors with a minimum grade point average of 3.20. Applicants must have completed the following by the end of the junior year:

- CSC-280 Introduction to Computer Science I
- CSC-281 Introduction to Computer Science II
- CSC-520 Algorithms and Data Structures

### **Requirements**

- All requirements for the B.S. in Mathematics  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.
- All requirements for the M.S. in Computer Science, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

Students may apply 6 credit hours of approved course work at the 500 level to satisfy the requirements of both degrees.

## **Combined B.S. in Physics and M.S. in Computer Science**

---

Knowledge of physics and computing techniques can enhance careers in a variety of fields. Computing is an integral part of physicists' work, and a knowledge of physics gives computing professionals an advantage in today's technology and applications environment. A full-time student can complete this program and receive a B.S. in Physics and a M.S. in Computer Science in five years.

### **Admission to the Program**

Admission is open to undergraduate physics majors with a minimum grade point average of 3.00. Applications must be accompanied by two letters of recommendation and a statement of purpose.

### **Requirements**

- All requirements for the B.S. in Physics
- Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.
- All requirements for the M.S. in Computer Science, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **M.S. in Computer Science**

---

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must have adequate undergraduate preparation or experience in computer science. Students entering the program without the appropriate background will be expected to take certain undergraduate courses as a prerequisite. Applicants must submit scores from the Graduate Record Examination (GRE) aptitude test.

### **Degree Requirements**

- 35 credit hours of approved graduate work  
CSC-520, CSC-521, CSC-540, and all course work for tool of research, comprehensive, and thesis or nonthesis requirements must be passed with grades of B or better
- Tool of research: satisfied by completion of CSC-600 Simulation with a grade of B or better
- Comprehensive examination: satisfied by completion of CSC-694 Capstone Project with a grade of B or better
- 6 credit hours of thesis or nonthesis option  
Thesis option: CSC-797 Master's Thesis Seminar in Computer Science with grades of B or better and an oral defense of the thesis  
Nonthesis option: 6 credit hours with grades of B or better from the following:  
CSC-636 Advanced Database Management  
CSC-637 Database Administration  
CSC-689 Topics in Computer Science  
CSC-690 Independent Study in Computer Science

### **Course Requirements**

- CSC-520 Algorithms and Data Structures (4) (or equivalent)
- CSC-521 Design and Organization of Programming Languages (4) (or equivalent)
- CSC-540 Computer System Organization and Programming (3) (or equivalent)
- CSC-600 Simulation (3)
- CSC-694 Capstone Project (3)

- 12 credit hours from the following with at least two courses at the 600-level; no more than 6 credit hours of cooperative education, internship, independent study, or independent reading may be used to fulfill this requirement:

CSC-510 Legal Issues in Computing (3)  
 CSC-535 User Interface Analysis and Design (3)  
 CSC-543 Object-Oriented Analysis and Design (3)  
 CSC-544 Object-Oriented Programming (3)  
 CSC-546 Introduction to Computer Networks (3)  
 CSC-565 Operating Systems (3)  
 CSC-568 Artificial Intelligence (3)  
 CSC-570 Database Management Systems (3)  
 CSC-589 Topics in Computer Science (3)  
 CSC-596 Selected Topics (with departmental approval)  
 CSC-610 Introduction to Geographic Information Systems (3)  
 CSC-636 Advanced Database Management (3) (if not used to fulfill nonthesis option requirement)  
 CSC-637 Database Administration (3) (if not used to fulfill nonthesis option requirement)  
 CSC-689 Topics in Computer Science (3)  
 CSC-691 Internship (1-6)  
 CSC-692 Cooperative Education Field Experience (3-6)  
 CSC-696 Selected Topics (with departmental approval)

#### **Thesis option:**

- CSC-797 Master's Thesis Seminar in Computer Science (6)

#### **Nonthesis option:**

- 6 credit hours with grades of B or better from the following:  
 CSC-636 Advanced Database Management (3)  
 CSC-637 Database Administration (3)  
 CSC-689 Topics in Computer Science (3)  
 CSC-690 Independent Study in Computer Science (1-6)

## **Graduate Certificate in Computer Science**

### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution and a course in calculus.

### **Requirements**

- 17 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of B or better  
 Grades of C or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- CSC-520 Algorithms and Data Structures (4) (or equivalent)
- CSC-521 Design and Organization of Programming Languages (4)
- CSC-540 Computer System Organization and Programming (3)
- CSC-600 Simulation (3)
- 3 credits from the following  
 CSC-689 Topics in Computer Science (3)  
 CSC-696 Selected Topics (3)

## **M.S. in Applied Science**

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must have taken undergraduate science courses appropriate to the concentration, or have significant practical background in a relevant science area. A cumulative undergraduate grade point average of 3.00 (on a 4.00 scale) is required. Specific courses needed to prepare for entering the program will be identified through interviews with the applicant.

### **Degree Requirements**

- 36 credit hours of approved graduate work
- Tool of research: analytical courses (see Course Requirements, below)
- One written comprehensive examination
- Non thesis course work: 6 credit hours in 600-level courses as approved by a faculty advisor, with grades of B or better
- Students participate in noncredit workshops and seminars on professional skills and current issues in science and technology. Students are required to demonstrate proficiency in these areas as part of the capstone project and internship.

### **Course Requirements**

#### **Cnre (18 credit hours)**

- 9 credit hours in analytical courses from the following  
 CSC-610 Introduction to Geographic Information Systems (3)  
 CSC-689 Topics in Computer Science:  
     Simulation and Modeling (3)  
     Informatics and Analytics (3)  
 STAT-514 Statistical Methods (3)  
 STAT-525 Statistical Software (3)

#### **Internship and Capstone Project**

- One of the following:  
 BIO-691 Internship (6)  
 CHEM-691 Internship (6)  
 CSC-691 Internship (6)  
 ENVS-691 Internship (6)
- One of the following:  
 BIO-697 Research Methods in Biology (3)

CSC-694 Capstone Project (3)

ENVS-681 Environmental Research Seminar  
and Practicum (3)

### **Concentration (18 credit hours)**

#### **Applied Computing**

- CSC-520 Algorithms and Data Structures (4)
- CSC-546 Introduction to Computer Networks (3)
- CSC-570 Database Management Systems (3)
- 9 credit hours as approved by of the faculty advisor, including from the following:

CSC-543 Object-Oriented Analysis and Design (3)

CSC-544 Object-Oriented Programming (3)

CSC-568 Artificial Intelligence (3)

CSC-589 Topics in Computer Science (3)

CSC-689 Topics in Computer Science (3)

#### **Biotechnology**

- BIO-583 Molecular Biology (3)

• BIO-589 Topics in Biology:

Bioinformatics and Genomics (3)

• CHEM-560 Biochemistry I (3)

• 9 credit hours as approved by of the faculty advisor, including from the following:

BIO-589 Topics in Biology

BIO-677 Special Topics in Developmental Biology (1)

BIO-679 Topics in Evolutionary Biology (1)

CHEM-589 Topics in Biochemistry (3)

#### **Environmental Science and Assessment**

- ENVS-580 Environmental Science I: A Quantitative Approach (3)
- ENVS-581 Environmental Science II: A Quantitative Approach (3)
- ENVS-575 Environmental Risk Assessment (3)
- 9 credit hours as approved by the faculty advisor, from areas such as conservation biology, ecology, or toxicology

## **Economics**

**Chair** John A. Willoughby

### **Full-Time Faculty**

**Professor Emeritus/a** B. Bergmann (Distinguished Professor Emerita), W.D. Bowles, T.F. Demburg, P.C. Thanh, H.M. Wachtel, J.H. Weaver

**Professor** R.A. Blecker, I.E. Broder, R. Feinberg, A. Golan, R. Hahnel, T. Husted, R. I. Lerman, M. Meurs, R. Müller, L. Sawers, J. Willoughby, J. D. Wisman

**Associate Professor** M. Floro, M. Hazilla, A. Isaac, W. Park, P. Winters, E. E. Meade

**Assistant Professor** E. Catilina, M. Hansen, M. Heracleous, S. Headlee, T. Hertz, K. Olson, M. Starr

**Distinguished Economist in Residence** G. Ayittey

The Department of Economics at American University emphasizes economic studies that enable graduates to participate actively in the process of finding answers to the important economic questions that face our society and other nations of the world. Emphasis is placed on viewing economic problems in both their domestic and international contexts.

The university's location in Washington, D.C. enables it to assist students and graduates in obtaining employment and internships in several of the world's most important economic institutions, including the World Bank, the International Monetary Fund, research institutes, and the treasury, labor, and commerce departments. Many of our graduates find policy-making positions in the public and private sectors of both the United States and other nations.

The Department of Economics adopts a pluralistic approach to economics education that includes neoclassical,

Keynesian, and institutional economics as well as political economy. International economic issues receive special emphasis, as do such socially-important topics as the economics of gender. The neoclassical and Keynesian traditions form the core of economic theory that our majors are expected to master. The study of economic history, the history of economic thought, and alternative economic methodologies alert students to divergent perspectives and to the role of institutions. Courses in comparative economic policies and post-Keynesian economics widen the range of fields available. Courses in specialized fields deal with monetary economics, public finance and government, development, the structure of U.S. industry, international trade and finance, and the economics of earnings and employment.

The B.S. in Economics provides rigorous training in economic theory, econometrics, and quantitative skills and prepares students for research positions or graduate work. Within the B.A. in Economics students choose the general or international track. The major is designed to allow students the flexibility of a double major with other departments in the College of Arts and Sciences, School of International Service, Kogod School of Business, School of Public Affairs, and School of Communication.

Master's programs include the M.A. in Economics with tracks in economics, development, financial economic policy, and business. The Ph.D. in Economics offers tracks in mainstream and heterodox economics and allows students to specialize in microeconomics or macroeconomics.

### **Study Abroad**

American University's AU Abroad program offers study abroad programs in which students take courses, participate in internships, and interact with public officials and political lead-

ers. Students wishing to use courses from study abroad programs to count as their capstone must obtain approval of the undergraduate advisor.

### Honor Society

A chapter of Omicron Delta Epsilon, the economics honor society, is active on campus. Membership requires an overall grade point average of 3.25 and a grade point average of 3.50 in economics courses. Consult the undergraduate advisor for further eligibility requirements.

### Special Opportunities

- The Simon Naidel Dissertation Fellowship is awarded for a promising dissertation close to completion.
- Several student prizes are awarded each spring:  
The Simon Naidel Prize for the best performance on a comprehensive examination in economic theory  
The Frank Tamagna Prize for excellence in international finance and monetary economics  
The José Epstein Prize in Development Finance  
The James Weaver Prize for Excellence in Teaching

## B.A. in Economics

---

### Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the department undergraduate advisor. The department counsels freshmen and transfer students.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Tracks

General or International

### Major Requirements

- 37 credit hours with grades of C or better
- For the International track, demonstration of intermediate level or higher competence in one modern foreign language

### Course Requirements

#### Core (16 credit hours)

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-300 Intermediate Microeconomics (3)  
*or*

ECON-500 Microeconomics (3)

- ECON-301 Intermediate Macroeconomics (3)  
*or*  
ECON-501 Macroeconomics (3)
- STAT-202 Basic Statistics (4)  
**General**

- 21 credit hours in economics courses (ECON-xxx) at the 300 level or above

ECON-480 Research Seminar in Economics is recommended. Students may take no more than two of the following: ECON-370 International Economics, ECON-371 International Economics: Trade, and ECON-372 International Economics: Finance. One course at the 300 level may be taken outside of the Economics Department with the advisor's approval if the course is closely related to economics. No more than 6 of these credit hours may be fulfilled by Washington Economic Policy Semester courses, economics courses from study abroad programs, or ECON-498/499 Senior Honors I/II. No more than 3 credit hours of independent reading and study courses, internships, and co-ops may be used to satisfy this requirement.

### International

- ECON-371 International Economics: Trade (3)
  - ECON-372 International Economics: Finance (3)
  - One of the following:  
ECON-351 Comparative Economics Systems (3)  
ECON-358 Economics of the World Regions (3) (topics)  
ECON-361 Economic Development (3)  
ECON-552 Economics of Transition (3)
  - One of the following:  
IBUS-300 Fundamentals of International Business (3)  
SIS-385 International Economic Policy (3)  
SIS-465 International Trade and Investment Relations (3)  
SIS-466 International Monetary and Financial Relations (3)
  - 9 credit hours of additional economics courses (ECON-xxx) at the 300 level or above, excluding ECON-370 International Economics
- ECON-480 Research Seminar in Economics is recommended. No more than 6 of these credit hours may be fulfilled by Washington Economic Policy Semester courses, economics courses from study abroad programs, or ECON-498/499 Senior Honors I/II. No more than 3 credit hours of independent reading and study courses, internships, and co-ops may be used to satisfy this requirement.

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## B.S. in Economics

---

### Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the department undergraduate advisor. The department counsels freshmen and transfer students.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 48 credit hours with grades of C or better

### Course Requirements

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-300 Intermediate Microeconomics (3)  
or  
ECON-500 Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3)  
or  
ECON-501 Macroeconomics (3)
- ECON-322 Introduction to Econometrics (4)
- ECON-480 Research Seminar in Economics (3)
- ECON-505 Introduction to Mathematical Economics (3)
- MATH-211 Applied Calculus I (4)  
or  
MATH-221 Calculus I (4)
- STAT-202 Basic Statistics (4)
- One of the following
  - ACCT-240 Principles of Accounting (3)
  - CSC-280 Introduction to Computer Science I (4)
  - MATH-212 Applied Calculus II (3)
  - MATH-222 Calculus II (4)
  - MATH-310 Linear Algebra (3)
- 15 credit hours of additional economics courses (ECON-xxx) at the 300 level or above, excluding ECON-370 International Economics.

No more than 6 of these credit hours may be fulfilled by Washington Economic Policy Semester courses, economics courses from study abroad programs, or ECON-498/499 Senior Honors I/II. No more than 3 credit hours of

independent reading and study courses, internships, and co-ops may be used to satisfy this requirement.

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## Washington Semester in Economic Policy

---

This one-semester undergraduate program draws on the unique environment of Washington, D.C. to introduce students to governmental policymaking as it relates to international and domestic economic policy through seminars, internships, and research. Students earn undergraduate credit which may be applied toward the requirements for a bachelor's degree.

### Admission to the Program

The program is open to American University students and students from affiliated institutions from across the country. Requirements for admission to the program include nomination by a Washington Semester Program representative (at affiliated member schools), a minimum grade point average of 2.50 (on a 4.00 scale); introductory courses in economics; and at least second-semester sophomore standing at the time of participation.

### Requirements

- ECON-383 Washington Economic Policy Semester Seminar I (4)
- ECON-384 Washington Economic Policy Semester Seminar II (4)
- ECON-385 Washington Economic Policy Semester Internship (4)
- ECON-490 Independent Study Project (4)  
or  
Elective course from university evening course offerings

## Minor in Economics

---

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### Course Requirements

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ECON-300 Intermediate Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3)
- 6 additional credit hours in economics at the 300 level or above (not including independent study, Washington Semester courses, internships, or co-ops). No more than 3 of these credit hours may be fulfilled by economics courses from study abroad programs.

## Combined B.A. or B.S. and M.A. in Economics

---

### Admission to the Program

Interested students should apply to the program in their junior year. Students in this program will not be required to take the Graduate Record Examination (GRE). Students will be admitted formally to M.A. status only after they have completed all requirements for the B.A. or B.S. in Economics with a cumulative grade point average of 3.00 or higher.

### Requirements

- All requirements for the B.A. or B.S. in Economics  
Undergraduate students may apply 6 credit hours of approved 500-level course work in economics to satisfy the requirements of both degrees.
- All requirements for the M.A. in Economics, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## M.A. in Economics

---

### Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission is based on the academic record and two letters of recommendation. In general, a B+ average in undergraduate or previous graduate course work is required. The Graduate Record Examination (GRE) general test is required. Admission is not automatic for students who qualify and may be limited by programmatic constraints.

A student whose undergraduate background does not meet the standards for admission may be considered for admission after completing 12 credit hours of approved graduate course work in nondegree status with a grade point average of at least 3.50 (on a 4.00 scale). ECON-500 Microeconomics, ECON-501 Macroeconomics, and ECON-505 Introduction to Mathematical Economics must be taken within these 12 hours.

### Tracks

General, Development Economics, Financial Economic Policy, or Business Economics

### Degree Requirements

- 30–36 credit hours of approved graduate course work, including 6 credit hours of core courses in economic theory, 6 credit hours to fulfill the research requirement, and 18–24 credit hours of other required courses or electives  
Prerequisite credit (including ECON-603) does not count toward the degree. All courses must be taken for grades (the pass/fail option is not permitted). No more than 3 credit hours of ECON-691 Internship may be taken.
- Research requirement:  
Thesis ECON-797 Master's Thesis Seminar (6) with grades of B or better and submission of approved thesis

Nonthesis: ECON-523 Econometrics I and ECON-524 Econometrics II with grades of B or better

- Comprehensive examination in economic theory taken after the student has completed ECON-500 and ECON-501; students are allowed two retakes.

### Course Requirements

#### Prerequisite Courses

- ECON-300 Intermediate Microeconomics (3) and ECON-301 Intermediate Macroeconomics (3)  
*or*  
ECON-603 Introduction to Economic Theory (3)
- MATH-211 Applied Calculus (4)
- STAT-202 Basic Statistics (4)
- Waiver of these prerequisites may be granted for qualified persons with comparable prior education or experience.

#### Core (12 credit hours)

- ECON-500 Microeconomics (3)
  - ECON-501 Macroeconomics (3)
  - ECON-523 Econometrics I (3)
  - ECON-524 Econometrics II (3)
- ECON-500, ECON-501, and ECON-505 (or approved substitutes) must be completed within the first 9 credit hours of the program.

#### Tracks (18–24 credit hours)

- 18–24 credit hours of approved graduate course work in one of the following tracks:

#### General (18 credit hours)

- ECON-505 Introduction to Mathematical Economics (3)
- 15 additional credit hours of approved graduate course work in economics; 3 credit hours may be taken outside the Economics Department with the advisor's approval.

#### Development Economics (24 credit hours)

- ECON-662 Development Microeconomics (3)
- ECON-663 Development Macroeconomics (3)
- 18 credit hours from the following:
  - ECON-505 Introduction to Mathematical Economics (3)
  - ECON-552 Economics of Transition (3)
  - ECON-573 Labor Economics (3)
  - ECON-574 Women in the Economy (3)
  - ECON-579 Environmental Economics (3)
  - ECON-611 Survey of International Economics (3)\*
  - ECON-630 Monetary Theory and Policy (3)
  - ECON-633 Financial Economics (3)
  - ECON-634 Development Finance and Banking (3)
  - ECON-635 International Capital Markets (3)
  - ECON-658 Economics of the World Regions (3) (topics)
  - ECON-665 Project Evaluation in Developing Countries (3)
  - ECON-671 International Economics: Trade (3)\*
  - ECON-672 International Economics: Finance (3)\*
  - ECON-691 Internship (1–3)

## ECON-788 Seminar in Economic Development (3)

\*Students may not receive credit for ECON-611 if they take either ECON-671 or ECON-672.

The 18 credit hours may include up to 12 credit hours from the following:

## SIS-616 International Economics (3)

## SIS-632 Microfinance: Concepts and Tools

## SIS-635 Advanced Topics in Development Management (3)

## SIS-637 International Development (3)

SIS-650 Global Economy and Sustainable Development (3)  
(prerequisite: SIS-637 International Development)

## SIS-651 Managing Economic Policy Reform (3)

*Financial Economic Policy (24 credit hours)*

- ACCT-607 Accounting Concepts and Applications (3)
- ECON-505 Introduction to Mathematical Economics (3)
- ECON-633 Financial Economics (3)
- ECON-641 Policy Issues in Financial Economics (3)
- FIN-614 Financial Management (3)
- 9 credit hours from the following:

## ECON-541 Public Economics (3)

## ECON-547 Economics of Antitrust and Regulation (3)

## ECON-634 Development Finance and Banking (3)

## ECON-635 International Capital Markets (3)

## ECON-663 Development Macroeconomics (3)

## ECON-672 International Economics Finance (3)

## ECON-691 Internship (1-3)

## FIN-672 Investment Analysis and Portfolio Management (3)

## FIN-674 Derivatives and Risk Management (3)

## FIN-676 Financial Institutions (1.5)

## IBUS-700 International Finance (3)

## IBUS-701 International Banking (1.5)

*Business Economics (24 credit hours)*

- FIN-630 Financial Analysis: Concepts and Applications (3)
- ITEC-631 Operations and Information Management (3)
- MKTG-632 Fundamentals of Marketing (3)
- 3 credit hours from the following:

## IBUS-636 Global Strategy and Management (1.5)

## IBUS-637 Cross-Cultural Management (1.5)

## MGMT-633 Leading People and Organizations (3)

## MGMT-634 High-Performance Teams (1.5)

## MGMT-635 Ethics, Social Responsibility, and Governance (1.5)

- 12 credit hours of approved graduate courses in economics

**Ph.D. in Economics****Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE) general tests (verbal, math, analytical). The GRE test in economics is

recommended. Admission is based on academic record, test scores, and at least two letters of recommendation. Applicants who are not native speakers of English must submit the results of TOEFL (Test of English as a Foreign Language). In general, a B+ average for previous undergraduate work or a B+/A- average for previous graduate work, whichever is more recent, is the minimum required. (Most students admitted have higher grade averages.) As a rule, students are admitted for the fall semester only; application must be made by the previous February 1 in order to be considered for financial support.

**Tracks***Mainstream and Heterodox***Degree Requirements**

- 72 credit hours of approved graduate work:  
48 credit hours must be taken in designated courses; no more than 40 percent of course work and no more than 6 hours of independent study or reading courses (exclusive of dissertation hours) may be taken with any one professor. Credit may be given for previous graduate work in accordance with university academic regulations.
- Tools of research  
The following courses must be completed with grades of B- or better:  
ECON-619 U.S. Economic History  
*or*  
ECON-618 Economic History of Europe and the World  
ECON-620 Economic Thought  
ECON-705 Mathematical Economic Analysis  
ECON-723 Econometric Methods  
ECON-724 Advanced Econometric Methods
- Field Requirement  
Students must take a major field and minor field. Completing a major field requires a grade of B- or better in two designated field courses and the satisfactory completion of a comprehensive exam. Completing a minor field requires a B- or better in two designated field courses. Courses can not be applied to two different fields.
- Four comprehensive examinations:  
Preliminary theory: ECON-702 and ECON-703 must be taken completed before taking the examination  
Advanced theory:  
*Mainstream:* ECON-712 and ECON-713 must be taken completed before taking the examination  
*Heterodox:* ECON-701 and ECON-711 must be taken completed before taking the examination  
One field comprehensive  
Defense of dissertation proposal
- Dissertation and oral comprehensive  
The student obtains approval for the dissertation topic from an interested faculty member in the field who then becomes chair of the dissertation committee. This committee, especially the chair, supervises the preparation of the dissertation and

reviews it when it is completed. An oral comprehensive examination on the dissertation proposal is given by the committee before its submission for approval.

Students must attend the dissertation seminar in their third year, or when they are working on their dissertation proposals. Between 6 and 24 credit hours of ECON-799 Doctoral Dissertation Seminar, which must be taken pass/fail, are taken while students complete their proposals and prepare dissertations. After the completed dissertation is submitted to the committee, a final oral examination is held.

## **Course Requirements**

### **Theory (15 credit hours)**

The following courses must be completed with grades of B- or better:

#### *Mainstream*

- ECON-701 Micro Political Economy I (3)  
*or*  
ECON-711 Macro Political Economy II (3)
- ECON-702 Macroeconomic Analysis I (3)
- ECON-703 Microeconomic Analysis I (3)
- ECON-712 Macroeconomic Analysis II (3)
- ECON-713 Microeconomic Analysis II (3)

#### *Heterodox*

- ECON-701 Micro Political Economy I (3)
- ECON-702 Macroeconomic Analysis I (3)
- ECON-703 Microeconomic Analysis I (3)
- ECON-711 Macro Political Economy II (3)
- ECON-713 Microeconomic Analysis II (3)  
*or*  
ECON-712 Macroeconomic Analysis II (3)

### **Fields (12 credit hours)**

- Two courses in each of two of the following fields completed with grades of B- or better:

#### *Comparative Economic Systems*

- ECON-551 Comparative Economic Systems (3)
- ECON-552 Economics of Transition (3)

#### *Economic Growth and Development*

- ECON-662 Development Microeconomics (3)
- ECON-663 Development Macroeconomics (3)

#### *Economics of Gender*

- ECON-573 Labor Economics (3)
- ECON-574 Women in the Economy (3)

#### *Industrial Organization*

- ECON-546 Industrial Economics (3)
- ECON-547 Economics of Antitrust and Regulation (3)

#### *Labor Economics*

- ECON-573 Labor Economics (3)
- ECON-789 Seminar in Labor Economics (3)

### *Monetary Economics*

- ECON-630 Monetary Economics (3)
- ECON-633 Financial Economics (3)

### *Public Finance and Fiscal Policy*

- ECON-541 Public Economics (3)
- PUAD-607 Economics and Politics of Public Policy (3)

### **Tools of Research (15 credit hours)**

The following courses must be completed with grades of B- or better:

- ECON 619 U.S. Economic History (3)  
*or*  
ECON 618 Economic History of Europe and the World (3)
- ECON 620 Economic Thought (3)
- ECON 705 Mathematical Economic Analysis (3)
- ECON 723 Econometric Methods (3)
- ECON 724 Advanced Econometric Methods (3)

### **Research Seminar (6 credit hours)**

- ECON 782 Seminar in Empirical Macroeconomics (3) (for students who have taken ECON-702, ECON-711, and ECON-712)  
*or*  
ECON 783 Seminar in Empirical Microeconomics (3) (for students who have taken ECON-701, ECON-703, and ECON-713)
- one other seminar approved by department

## **Graduate Certificate in Applied Microeconomics**

---

### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution.

### **Certificate Requirements**

- 18 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better  
Course work includes 9 credit hours of core requirements and 9 credit hours of electives. Prerequisite credit does not count toward the certificate. All courses must be taken for grades (the pass/fail option is not permitted). Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements****Prerequisite Courses**

- ECON-300 Intermediate Microeconomics (3)
- ECON-301 Intermediate Macroeconomics (3)
- MATH-211 Applied Calculus (4)
- STAT-202 Basic Statistics (4)

Waiver of these prerequisites may be granted for qualified persons with comparable prior education or experience.

**Core (9 credit hours)**

- ECON-500 Microeconomics (3)
- ECON-505 Introduction to Mathematical Economics (3)
- ECON-522 Econometrics (3)

**Electives (9 credit hours)**

- 9 credit hours from the following:
    - ECON-541 Public Economics (3)
    - ECON-546 Industrial Economics (3)
    - ECON-547 Economics of Antitrust and Regulation (3)
    - ECON-573 Labor Economics (3)
    - ECON-574 Women in the Economy (3)
    - ECON-579 Environmental Economics (3)
    - ECON-630 Monetary Theory and Policy (3)
    - ECON-633 Financial Economics (3)
    - ECON-662 Development Microeconomics (3)
    - ECON-665 Project Evaluation in Developing Countries (3)
    - ECON-671 International Economics: Trade (3)
    - ECON-672 International Economics: Finance (3)
- Other approved electives may be substituted with departmental approval

## **Graduate Certificate in International Economic Relations**

---

**Admission to the Program**

Open to students with a bachelor's degree from an accredited institution.

**Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better  
Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements****Core**

- ECON-603 Introduction to Economic Theory (3)  
(students with sufficient background in economics may substitute an additional economics course from the list of electives, below)
- SIS-600 Quantitative Analysis in International Affairs (3)
- ECON-611 Survey of International Economics (3)  
*or*  
SIS-616 International Economics (3)

**Electives**

- 3 credit hours from the following:  
ECON-551 Comparative Economic Systems (3)  
ECON-552 Economics of Transition (3)  
ECON-658 Economics of the World Regions (3) (topics)  
ECON-661 Survey of Economic Development (3)
- 3 credit hours from the following:  
SIS-565 U.S. Economic Relations with Japan and China (3)  
SIS-630 Economic Policy of the European Union (3)  
SIS-651 Managing Economic Policy Reform (3)  
SIS-665 International Trade and Investment Relations (3)  
SIS-666 International Monetary and Financial Relations (3)

## **School of Education, Teaching and Health**

---

**Dean** Sarah Irvine Belson

**Director of Teacher Education** Karen DiGiovanni

**Full-Time Faculty**

**Professor Emeritus/a** C.A. Gross, D.S. Geiser, V.E. Hawke, B.A. Hodinko, W. Hubbell, P.D. Leedy, N.J. Long, M.J. Safrit, R. Whitfield

**Professor** F. Jacobs, R.C. Karch, D. Sadker, S.L. Smith, C.A. Tesconi, Jr.

**Associate Professor Emeritus/a** F.E. Huber, C.E. Messersmith, B.G. Coward, L.G. Nyce, P. O'Connor Finn, B.J. Reimann

**Associate Professor** S. Irvine Belson, L. Fox, A. Snelling, V. Vasquez

**Assistant Professor** Y. Chikamoto, P. Mehler, F. Ramos

**In Residence** M. Clark, J. Percoco, C. Rodriguez, M. Thompson, M. Schaeffer, J. Wright

The School of Education, Teaching and Health (SETH) offers programs that prepare teachers, educational leaders and managers, educational specialists, health promotion specialists, and researchers for careers in schools, colleges and universities, federal, state and local government agencies, business, and community and professional organizations. These programs provide

students with opportunities to collaborate with professionals in public schools, educational organizations, and federal agencies through internships, practica, and research. Training in international education prepares graduates for careers in international organizations, nongovernmental organizations, international schools, and government agencies. Degree programs can be completed on a full or part time basis.

The SETH faculty and programs demonstrate a commitment to the advancement of knowledge about the nature, function, and practice of education. Faculty conduct a wide range of research initiatives with emphasis on equity, gender, health promotion, multiculturalism, nutrition, socioeconomic status, learners with special needs, the infusion of technology into education, adult learning, and the relationship of government and public policy to education. Themes common to faculty research and programs include fair educational opportunity, meeting the needs of special learners, improving public health, research informed policy development, as well as international and domestic formal and non-formal education. Students benefit from working with a highly qualified and dedicated faculty in small classes, and from opportunities to participate in ongoing faculty research aimed at influencing educational policy and practice. In our shared view, the fields of education, teaching and health encompass the entire well-being of an individual-intellectually, emotionally, socially, environmentally, and spiritually.

#### **Education and Teaching Programs**

On the undergraduate level, the school offers a Bachelor of Arts in Elementary Education and a second major in Secondary Education, which lead to eligibility for certification to teach. Minors in education studies and special education are also offered.

A minor in education studies accommodates undergraduate students interested in the study of education as a liberal or social science discipline. It serves students who intend to pursue graduate study in education or related fields, those who wish to explore career opportunities in education and related fields, and those whose primary job and career opportunities are enhanced through the study of education. For students interested in broadening their knowledge and understanding of education for students with special needs, a minor in special education is also offered. Students seeking certification to teach or who plan to pursue graduate education in this field are especially well served by this minor.

The school also offers graduate programs that lead to K-12 certification. Students interested in teaching in elementary or secondary schools or in programs for English for speakers of other languages (ESOL) or international training and development enroll in the Master of Arts in Teaching (M.A.T.). A dual degree program leading to the M.A.T. and the M.A. in International Peace and Conflict Resolution from the School of International Service is available. Those interested in working as special education resource teachers or in learning disabilities classrooms at all levels enroll in the M.A. in Special Education: Learning Disabilities. The Master of Education (M.Ed.) in Curriculum and Instruction is designed for students with a back-

ground in educational theory and practice and offers extended study in the field and in areas of elementary education, secondary education, and educational technology.

The Graduate Certificate in Teaching is designed for students with bachelor's degrees in the arts, sciences, or humanities and several years of responsible work experience. Students who complete the program and pass the appropriate teacher's examination are eligible to apply for certification (licensure) in the District of Columbia. Those with such certification are eligible for reciprocal certification in over 40 states.

#### **Teacher Education Program**

Selective admissions criteria allow the School of Education, Teaching and Health to emphasize early and sustained contact with children, youth, and adult learners. Students work closely with master teachers and clinical supervisors in their field placements in and around Washington, D.C. The teacher preparation programs benefit from the rich resources of the Washington area, including opportunities for internships in settings such as the Challenger Center for Space Science Education, the National Museum of Natural History, and the Washington Lab School, an internationally known school for students with learning disabilities.

#### **Field Placements**

Field experiences, practicum placements, and student teaching take place in the District of Columbia and the greater Washington metropolitan area, including Maryland and Virginia and are designed to give students experience in both urban and suburban schools. The director of teacher education arranges assignments, taking into account student needs and preferences.

#### **Accreditation and Certification**

The school is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the State Agency Board of Education of the District of Columbia.

The B.A. in Elementary Education, second major in Secondary Education, Master of Arts in Teaching (M.A.T.), M.A. in Special Education: Learning Disabilities, and Graduate Certificate in Teaching are approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The following secondary teaching fields are approved by NASDTEC: biology, chemistry, dance, drama, English, French, German, mathematics, physics, Spanish, and comprehensive social studies. Students interested in other subjects may be certified by the District of Columbia. For more information students should consult the director of teacher education.

Students admitted to graduate teacher education programs may be required to complete additional course work in order to be eligible for certification upon graduation. Students will be informed of additional requirements upon admission.

#### **Ongoing Assessment of Academic and Professional Performance**

Students are expected to maintain cumulative grade point averages specific to each program; receive satisfactory evaluations in field and methods placements; obtain a satisfactory an-

nual evaluation from the Teacher Education Committee based upon academic, professional, and performance criteria established by the committee; meet specific course grade requirements; complete all Praxis I and subject area appropriate Praxis II examinations; and submit an electronic professional portfolio.

Students in the B.A. in Elementary Education program must maintain an overall cumulative grade point average of 2.70 or higher. Students in the undergraduate second major in Secondary Education must maintain an overall grade point average of 2.70 and 3.00 or higher in their primary major. Graduate students must maintain a cumulative grade point average of 3.00 or higher.

#### **Report of American University State Assessments, Requirements, and Standards for Teacher Certification and Licensure, and Performance of Teacher Preparation Programs**

In compliance with Section 207 of the Higher Education Act, American University is providing information regarding state assessments, other requirements, standards for teacher certification and licensure, and performance of teacher preparation programs.

American University's teacher preparation programs are approved by the District of Columbia and nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE), the organization responsible for professional accreditation of teacher education.

There is a commitment to a strong general education foundation for students before their acceptance into the School of Education, Teaching and Health. Teacher preparation programs are organized around four interrelated principles (equity, community, diversity, and excellence) and are based on a conceptual framework that recognizes the importance of knowledge, beliefs, practice, and reflection.

In academic year 2003-2004, 437 students were enrolled in teacher preparation programs; 110 of these students were in supervised student teaching programs. Twenty one faculty members including four full time faculty in professional education, and seventeen part time faculty members (adjunct faculty) supervised and/or taught students in the teacher education program. The student/faculty ratio was 4:1. The average hours per week required of students in the program was 35 hours per week over fourteen weeks, for a total of 490 hours.

#### **Aggregate and Summary of Institution-Level Pass-Rate Data: Regular Teacher Preparation Program**

Type of Assessment	Institutional Pass Rate	Statewide Pass Rate
Aggregate-Basic Skills	89%	92%
Summary	88%	88%

#### **Health and Fitness Programs**

Health issues have universal interest and appeal, transcending the boundaries of race, religion, culture, and national origin. Over the past two decades, the importance of maintaining or improving one's well-being through health-enhancing behaviors has become self evident. Responding to these developments, the School of Education, Teaching, and Health offers the following academic programs to students at American University.

- Minor in Health Promotion
- B.S. in Health Promotion
- M.S. in Health Promotion Management

Additionally, the health promotion undergraduate program offers a variety of health and fitness electives to American University students. These electives provide students with enjoyable opportunities to engage in physical activity through courses such as aerobic dance, weight training, yoga, golf, and many others. Exploratory courses within the field of health promotion are also open to all American University students, such as care and prevention of athletic injuries and sports psychology.

American University's National Center for Health Fitness (NCHF) is an integral part of the health promotion degree programs. NCHF manages the United States Postal Service's health promotion program for their employees and also collaborates with American University's Jacobs Fitness Center located on campus. Students in the health promotion degree programs are offered the opportunity for experiential learning in health promotion programming and fitness conditioning through part-time, full-time, and internship positions at both sites.

Students enrolled in American University's health promotion degree programs benefit from a strong alumni network that provides professional connections for informational interviews, internships, and occasional employment. Many alumni are employed locally, making networking opportunities highly accessible to students. Furthermore, the health promotion degree programs benefit from the Washington, D.C. location of well-known organizations whose purpose is to improve public health, such as specific departments of the federal government, national non-profits, and global corporations. In particular, our students have benefited from internships, cooperative-education, and presentations from organizations such as the National Cancer Institute, National Business Group on Health, Center for Science in the Public Interest, AARP, President's Council on Physical Fitness and Sports, and the National Coalition for Promoting Physical Activity. Finally, there are an abundance of annual conferences and meetings that take place in Washington, D.C. and are available to students at a free or reduced rate which offer students invaluable networking experience and enhanced learning.

For additional information contact 202-885-6275 or [healthfitness@american.edu](mailto:healthfitness@american.edu), or go to: [www.american.edu/healthpromotion](http://www.american.edu/healthpromotion)

## B.A. in Elementary Education

### Admission to Candidacy in Teacher Education

Undergraduates seeking teacher certification in elementary education should contact an advisor in the School of Education, Teaching and Health as early as possible. Admission to the university and declaration of a major does not constitute admission to candidacy in teacher education, which is based on academic and related performance criteria.

To be admitted to candidacy, students must earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST); earn an average grade of 2.70 or higher in EDU-205 Schools and Society and EDU-320 Psychology of Education; pass EDU-321 Field Experience: Observation and Analysis, receive satisfactory recommendations from faculty, and have an overall cumulative grade point average of 2.70 or higher. The Teacher Education Committee reviews student applications. Decisions regarding admission to candidacy are made by this committee based on academic performance and references.

### Liberal Arts and Science Requirements for Teacher Certification: Elementary

To qualify for teacher certification, students must have completed all of the requirements from the specific curricular areas listed below. Some requirements may overlap with the university General Education requirements. Consult a School of Education, Teaching and Health advisor for more information.

- 6 credit hours in literature
  - 3 credit hours in music
  - 3 credit hours in studio art
  - 2 credit hours in health and nutrition
  - 2 credit hours in health and fitness
  - 6 credit hours in the social sciences including 3 credit hours in U.S. history
  - 3 credit hours in the biological sciences
  - 3 credit hours in the physical sciences
- Note:* one of the sciences must include a lab.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

*Note:* Students must consult with an advisor from the School of Education, Teaching and Health as early as possible to discuss

the coordination of General Education requirements with certification requirements.

### Major Requirements

- 74 credit hours with grades of C or better, including 15 to 17 credit hours in a concentration
- An overall cumulative grade point average of 2.70 or higher
- All students must complete the Praxis II Exam prior to graduation.

### Course Requirements

- EDU-205/EDU-205G Schools and Society 4:2 (3)
- EDU-250 Mathematics for Elementary School Teachers I (3)
- EDU-251 Mathematics for Elementary School Teachers II (3)
- EDU-319 Children's Literature: Multicultural and International Approaches (3)
- EDU-320 Psychology of Education (3)
- EDU-321 Field Experience: Observation and Analysis (1)
- EDU-330 Instructional Strategies and Teaching Methods (3)
- EDU-362 Classroom Management (3)
- EDU-371 Foundations of Reading Instruction (3)
- EDU-492 Service Learning in Teacher Education (1)
- EDU-519 The Uses of Technology in Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3)

*or*

- EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
- EDU-552 Teaching Mathematics in Elementary Education (3)
- EDU-553 Teaching Language Arts in Elementary Education (3)
- EDU-554 Teaching Social Studies in Elementary Education (3)
- EDU-555 Teaching Reading in Elementary Education (3)
- EDU-556 Teaching Science in Elementary Education (3)
- EDU-499 Student Teaching (12)

### Concentration

- 15–17 credit hours in one of the following concentrations in American History, Art, Biology, Literature, or Mathematics  
**American History (15 credit hours)**
- HIST-100/HIST-100G Historians and the Living Past 2:1 (3)
- HIST-205/HIST-205G American Encounters: 1492–1865 2:2 (3)
- HIST-215/HIST-215G Social Forces that Shaped America 2:2 (3)
- One course from the following:  
HIST-206 The United States from Emancipation through World War II, 1865–1945 (3)  
HIST-207 The United States since 1945 (3)

- HIST-208 African-American History to 1865 (3)
- HIST-209 African-American History 1865 to Present (3)
- HIST-210/HIST-210G Ethnicity in America 4:2 (3)
- HIST-220/HIST-220G Women in America 4:2 (3)

- One course from the following:

- HIST-350 Colonial America: 1492 to 1763 (3)
- HIST-351 Era of the Revolution and Constitution (3)
- HIST-352 The Era of the New Republic, 1789-1850 (3)
- HIST-353 Civil War and Reconstruction (3)
- HIST-354 The South since Reconstruction (3)
- HIST-355 Emergence of Modern America, 1877-1920 (3)
- HIST-356 Twentieth Century America (3)
- HIST-357 America between the Wars, 1919-1941 (3)
- HIST-358 Women in America to 1850 (3)
- HIST-359 Women in America, 1850 to Present (3)
- HIST-372 African American Women: Nineteenth Century American Voice (3)
- HIST-373 American Jewish History (3)
- HIST-376 Americans and their Environment (3)

### **Art (15 credit hours)**

- ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)
- One course from the following:
  - ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)
  - ARTH-101 European Art: Renaissance to Present (3)
  - ARTH-105/ARTH-105G Art: The Historical Experience 1:1 (3)
  - ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)
- Three courses from the following:
  - ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3)
  - ARTS-210/ARTS-210G The Artist's Perspective: Painting 1:2 (3)
  - ARTS-215/ARTS-215G The Artist's Perspective: Sculpture 1:2 (3)
  - ARTS-320 Painting Studio (3)
  - ARTS-340 Sculpture Studio (3)
  - ARTS-360 Drawing Studio (3)
  - ARTS-363 Relief Printmaking Studio (3)
  - ARTS-364 Intaglio Studio (3)

### **Biology (17 credit hours)**

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- Three courses from the following:
  - BIO-200/BIO-200G Structure and Function of the Human Body 5:2 (3)
  - BIO-220/BIO-220G The Case for Evolution 5:2 (3)
  - ENVS-240/ENVS-240G Oceanography 5:2 (3)
  - ENVS-250/ENVS-250G Living in the Environment 5:2 (3)

BIO-xxx 300-level or above course, with advisor's approval  
**Literature (15 credit hours)**

- LIT-120/LIT-120G Interpreting Literature I:1 (3)
- LIT-125/LIT-125G Great Books that Shaped the Western World 2: I (3)
- Two courses from the following:
  - LIT-210 Survey of American Literature 1 (3)
  - LIT-211 Survey of American Literature II (3)
  - LIT-220 Survey of British Literature I (3)
  - LIT-221 Survey of British Literature II (3)
  - LIT-225/LIT-225G The African Writer 1:2 (3)
  - LIT-235/LIT-235G African-American Literature 2:2 (3)
  - LIT-240/LIT-240G Asian American Literature 2:2 (3)
  - LIT-245/LIT-245G The Experience of Poetry 1:2 (3)
  - LIT-270/LIT-270G Transformations of Shakespeare 1:2 (3)
- LIT-xxx 300-level course, with advisor's approval

### **Mathematics (17 credit hours)**

- Two courses at the 200-level to include:
  - MATH-211 Applied Calculus I (4) and
  - MATH-212 Applied Calculus II (3)
  - or
  - MATH-221 Calculus I (4) and
  - MATH-222 Calculus II (4)
- Three courses at the 300-level or above, with advisor's approval

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options.

## **Secondary Education**

### **Admission to Candidacy in Teacher Education**

The undergraduate program in Secondary Education is designed for students who wish to obtain teaching credentials in secondary education while completing their majors in the humanities, arts, natural and social sciences. To do so, students complete a second major in Secondary Education designed to meet certification requirements in the District of Columbia and make them eligible for certification in over 40 states. Students should consult with the director of Teacher Education to coordinate their general and subject-area certification requirements with other university and major requirements.

Undergraduates seeking teacher certification in secondary education should contact an advisor in the School of Education, Teaching and Health as early as possible. Admission to the university and declaration of a major does not constitute admission to candidacy in teacher education, which is based on academic and related performance criteria. To be admitted to candidacy, students must earn a passing score (as set by the District of Co-

lumbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST); earn an average grade of 2.70 or higher in EDU-205 Schools and Society and EDU-320 Psychology of Education; pass EDU-321 Field Experience: Observation and Analysis, receive satisfactory recommendations from faculty, and have an overall cumulative grade point average of 2.70 or higher. Secondary Education majors must also have a 3.00 grade point average in their primary major. The Teacher Education Committee reviews student applications and makes decisions regarding admission to candidacy.

### **Liberal Arts and Science Requirements for Teacher Certification: Secondary**

To qualify for teacher certification, students must complete subject-area certification standards and U.S. History. These requirements may overlap with General Education requirements.

#### **Major Requirements**

- 37 credit hours with grades of C or better
- Completion of the major requirements with a cumulative grade point average of 3.00 in one of the following American Studies; Anthropology; Biology; CLEG (Communication, Legal Institutions, Economics and Government); Chemistry; Economics; Environmental Studies; French Studies; Foreign Language and Communication Media; Justice; German Studies; History; International Studies; Languages and Area Studies; Law and Society; Literature; Mathematics; Statistics; Performing Arts: Theatre; Performing Arts: Music Theatre; Physics; Political Science; Spanish Studies; or Sociology.
- An overall grade point average of 2.70 with 3.00 or higher in their primary major.
- All students must complete the Praxis II Exam prior to graduation.

#### **Course Requirements**

- EDU-205/EDU-205G Schools and Society 4:2 (3)
  - EDU-320 Psychology of Education (3)
  - EDU-321 Field Experience: Observation and Analysis (1)
- Note:* EDU-205, EDU-320, and EDU-321 must be taken prior to application for admission to the Teacher Education Program.
- EDU-362 Classroom Management (3)
  - EDU-492 Service Learning in Teacher Education (1)
  - EDU-499 Student Teaching (12)
  - EDU-520 Reading, Writing, and Literature across the Curriculum (3)
  - EDU-522 Principles of Effective Methods and Instruction (3)
  - EDU-540 Methods and Materials in Secondary Education (3) (or other methods courses offered by arts and sciences departments and approved by the SETH advisor)
  - EDU-541 Foundations of Special Education for Exceptional Children (3) or  
EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)

- EDU-xxx elective (2-3) as approved by SETH advisor

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options.

---

### **Minor in Education Studies**

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- EDU-205/EDU-205G Schools and Society 4:2 (3)
  - EDU-320 Psychology of Education (3)
  - 6 credit hours from the following  
EDU-285/EDU-285G Education for International Development 3:2 (3)  
EDU-319 Children's Literature: Multicultural and International Approaches (3)  
PSYC-300 Memory and Cognition (3)
  - 9 credit hours from the following  
ANTH-544 Topics in Public Anthropology:  
Anthropology of Education (3)  
EDU-490 Independent Study Project in Education (1-6)  
(permission of the SOE advisor required)
  - EDU-491 Internship in Education (3-9) (permission of the SETH advisor required)
  - EDU-519 The Uses of Technology in Education (3)
  - EDU-541 Foundations of Special Education for Exceptional Children (3) or  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
  - TESL-522 Language Acquisition (3)
  - TESL-528 Bilingual Education (3)
- Other courses may be substituted with permission of the SETH advisor.

---

### **Minor in Special Education**

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- EDU-205/EDU-205G Schools and Society 4:2 (3)
- EDU-320 Psychology of Education (3)
- EDU-490 Independent Study in Education (1-6) or  
EDU-491 Internship in Education (3-9)
- EDU-502 Methods of Managing Pupils with Behavior Disorders (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) or

- EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)

Other courses may be substituted with permission of the SETH advisor.

## **Accelerated Bachelor's Degree and Master's in Education Program**

---

Students receive a B.A. or a B.S. in a bachelor's degree program and the Master of Arts in Teaching (M.A.T.) or the M.A. in Special Education: Learning Disabilities.

### **Admission to the Program**

Students should apply to the master's program in the second semester of their junior year. Applicants must have a grade point average of 3.00 or higher in major and minor courses and must satisfactorily complete the following:

- EDU-541 Foundations of Special Education for Exceptional Children (3)  
*or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-521 Foundations of Education (3) (for the M.A.T.)  
*or*  
EDU-502 Methods of Managing Pupils with Behavior Disorders (3) (for the M.A. in Special Education: Learning Disabilities)

### **Requirements**

- All requirements for the B.A. or B.S. in the student's major  
Undergraduate students may apply 6 credit hours from EDU-502 or EDU-521, and EDU-541 or EDU-545 to satisfy the requirements of both degrees.
- All requirements for the M.A.T. or M.A. in Special Education: Learning Disabilities

## **M.A. in International Training and Education**

---

### **Admission to the Program**

In addition to meeting university requirements for graduate study, preference is given to applicants who have a minimum of six months intercultural and/or international experience as either a student or professional. Applicants must earn a satisfactory score on the Graduate Record Examination (GRE). Applicants are also required to submit two letters of recommendation from persons able to evaluate the applicant's potential for graduate study in international training and education and their intercultural experience. Applicants in foreign countries who are unable to take the GRE should contact the School of Education, Teaching and Health prior to applying for admission to make alternative arrangements. All students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL).

### **Degree Requirements**

- 36 credit hours of approved graduate work including 18 credit hours of core courses, 15 credit hours in an area of concentration, and 3 credit hours of research methodology  
Students with extensive volunteer experience in development and training organizations such as the Peace Corps, VISTA, Americorp, etc., can earn up to 6 credit hours toward their degree. Students will be charged tuition for these credit hours.
- Comprehensive examination requirement is satisfied by successful completion of EDU-685 Proseminar: International Training and Education.

### **Course Requirements**

#### **Core (18 credit hours)**

- EDU-611 Formative Ideas of Contemporary Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)
- EDU-642 Training Program Design (3)
- EDU-648 Education and Development: Sector Analysis (3)  
*or*  
EDU-647 Global and Multicultural Education (3)
- EDU-649 Nonformal Education and Development (3)
- EDU-685 Proseminar: International Training and Education (3)

#### **Social Science Research Methodology Requirement**

- EDU-610 Methods of Inquiry: Utilizing Information Effectively (2)
- EDU-621 Topics in Social Science Research (1)  
Another graduate research methods course may be substituted with approval of the SETH dean

#### **Area of Concentration (15 credit hours)**

- 15 credit hours in one of the following areas or in an individually-designed program, in consultation with an advisor

#### **International and Community Development Education**

- ANTH-543 Anthropology of Development (3)
- EDU-612 Equity and Educational Opportunity in International Perspectives (3)
- EDU-631 Fundamentals of Management in Educational Organizations (3)
- EDU-640 Rotating Topics in Adult and Experiential Education (3)
- EDU-693 Personnel and Program Evaluation (3)
- EDU-792 In-Service Training Project (3-9)
- SIS-633 Selected Topics in International Communication (1-3)
- SIS-636 Micropolitics of Development (3)
- SIS-637 International Development (3)
- SIS-638 Selected Topics in International Development Skills (1)

- SIS-639 Selected Topics in International Conflict Resolution Skills (1-3)  
 SIS-648 Woman and Development (3)  
 SOCY-515 Models of Societal Development (3)  
 SOCY-665 Economic Development and Social Change (3)
- Global and Intercultural Education**
- EDU-583 Curriculum Construction and Program Design (3)  
 EDU-612 Equity and Educational Opportunity in International Perspectives (3)  
 EDU-640 Rotating Topics in Adult and Experiential Education (3)  
 EDU-713 Advanced Training Program Design (3)  
 EDU-792 In-Service Training Project (3-9)  
 SIS-633 Selected Topics in International Communication (1-3)  
 SIS-638 Selected Topics in International Development Skills (1)  
 SIS-639 Selected Topics in International Conflict Resolution Skills (1-3)  
 SIS-642 Cross-Cultural Communication(3)  
 SIS-648 Woman and Development (3)  
 SOCY-515 Social Advocacy and Social Change (3)  
 SOCY-635 Race, Gender, and Social Justice (3)  
 SOCY-650 Stratification: Race and Ethnicity (3)

## M.A. in Special Education: Learning Disabilities

---

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record General Examination. To be admitted students must earn a passing score on the PRAXIS I: Pre-Professional Skills Test (PPST) as set by the District of Columbia.

### Degree Requirements

- 36 credit hours of approved graduate work

Option to waive course work: Students with the appropriate prior study or professional experience in the field of education may be permitted to waive up to 6 credit hours of course work without replacement. The waiving of credit hours and the specific courses to be waived are determined and approved by the advisor and the SETH dean upon admission to a master's program. In addition, one of the following may be required an assessment provided by an educational institution or organization which has criteria and evaluation procedures approved by the School of Education, Teaching and Health; or a portfolio developed in a one-credit independent study offered by SETH and submitted for evaluation and approval to the advisor and SETH dean.

- Comprehensive examination
- All students must complete the Praxis II Exam prior to graduation.

### Course Requirements

- EDU-502 Methods of Managing Pupils with Behavior Disorders (3)
- EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3) or  
EDU-541 Foundations of Special Education for Exceptional Children (3)
- EDU-605 Methods of Psychoeducational Assessment for Learning Disabilities and Emotional Disturbance (3)
- EDU-606 Theories and Methods of Diagnostic and Remedial Mathematics (3)
- EDU-607 Research Seminar in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3) (or an elective approved by the student's advisor)
- EDU-644 Language Development and Remediation (3)
- EDU-645 Learning Disabilities I (3)
- EDU-646 Learning Disabilities II (3)
- EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
- EDU-792 In-Service Training Project (6)

## Master of Arts in Teaching (M.A.T.)

---

The Master of Arts in Teaching is designed for the student with no previous background or preparation in education who wishes to acquire teaching certification in elementary or secondary education, or English for speakers of other languages. Students interested in international training and development may seek secondary certification in an appropriate content area.

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record General Examination. To be admitted students must earn a passing score on the PRAXIS I: Pre-Professional Skills Test (PPST) as set by the District of Columbia.

For secondary education certification, students must have a bachelor's degree or 33 credit hours in the subject area they are seeking licensure, such as biology, chemistry, dance, English, French, German, mathematics, physics, social studies, Spanish, or theatre.

Students seeking certification in English for speakers of other languages must be proficient in English. It is strongly recommended that native speakers of English have some background in at least one other language. International students are expected to demonstrate competence equivalent to a score of 600 or better on the Test of English as a Foreign Language (TOEFL) in order to be endorsed for certification.

### Degree Requirements

- 39 credit hours of approved graduate work, including 33 hours of course work and 6 hours of student teaching with required seminar.

## 120 College of Arts and Sciences

Students' undergraduate transcripts will be evaluated individually; based on this evaluation, students may be required to take additional course work to meet certification requirements.

Option to waive course work: Students with the appropriate prior study or professional experience in the field of education may be permitted to waive up to 6 credit hours of course work without replacement. The waiving of credit hours and the specific courses to be waived are determined and approved by the advisor and the SETH dean upon admission to a master's program. In addition, one of the following may be required: an assessment provided by an educational institution or organization which has criteria and evaluation procedures approved by the School of Education, Teaching and Health; or a portfolio developed in a one-credit independent study offered by SETH and submitted for evaluation and approval to the advisor and SETH dean.

- Comprehensive examination
- Students submit an electronic professional portfolio
- Completion of the Praxis II Exam prior to graduation

### Course Requirements

All course work must be approved by the director of the M.A.T. program. Evaluation of field performance may involve videotaping of classroom teaching.

#### Core (9 credit hours)

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3)  
*or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)

#### Student Teaching (6 credit hours)

- EDU-699 Student Teaching with required seminar (6)

#### Elementary Education (24 credit hours)

- EDU-519 Uses of Technology in Education (3)
- EDU-601 Teaching Reading in the Elementary School (3)
- EDU-602 Teaching Language Arts in the Elementary School (3)
- EDU-603 Teaching Mathematics in the Elementary School (3)
- EDU-604 Teaching Science in the Elementary School (3)
- EDU-608 Teaching Social Studies in the Elementary School (3)
- EDU-609 Effective Teaching for Diverse Learners (3)
- EDU-619 Children's Literature: Multicultural and International Approaches (3)

#### Secondary Education (24 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)
- Four elective courses (12 credit hours), normally with half taken in the academic discipline of the designated teaching area, and the other courses taken within the School of Education, Teaching and Health.

#### English for Speakers of Other Languages (24 credit hours)

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-502 English Language Teaching II (3)
- TESL-503 Structure of English (3)
- TESL-523 Second Language Acquisition (3)
- TESL-524 Reading and Writing in the ESL/EFL Classroom (3)
- TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
- TESL-531 Language Assessment (3)

#### International Training and Development (24 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3)
- EDU-642 Training Program Design (3)
- EDU-647 Global and Multicultural Education (3)
- EDU-662 Classroom Management (3)
- SIS-637 International Development (3)
- SIS-642 Cross-Cultural Communication (3)

#### Ongoing Assessment of Academic and Professional Performance

Students must be admitted to the M.A.T. program before enrolling in methods courses (EDU-601–609, EDU-522/EDU-540, or TESL-501/502). To enroll in EDU-699 Student Teaching, students must receive a positive evaluation from the Teacher Education Committee based on established criteria, a grade of B- or better in EDU-521 Foundations of Education and EDU-620 Theories of Educational Psychology and Human Development, and grades of B or better in methods courses. Students must also earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST).

## **Master of Arts in Teaching (M.A.T.) and M.A. in International Peace and Conflict Resolution**

Graduates receive an M.A. in International Peace and Conflict Resolution from the School of International Service and the M.A.T. in secondary education from the School of Education, Teaching and Health.

### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.0 or higher on a 4.0 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, are assigned additional course work specified at the time of admission.

Students must apply to both the School of International Service (SIS) and the School of Education, Teaching and Health (SETH) in the College of Arts and Sciences. Admission to either of the participating teaching units in no way implies admission to the other unit. For more information on admissions requirements, contact the SIS Graduate Admissions Office at 202-885-1646 or the SETH Teacher Education Office at 202-885-3720.

All applicants are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600. All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs and education.

For secondary education certification, students must have a bachelor's degree or 33 credit hours in the subject area they are seeking licensure. It is anticipated that students who complete the M.A. in International Peace and Conflict Resolution will have sufficient background to meet certification requirements in social studies. However, students who meet requirements for other subject areas will also be considered. Students will be notified at the time of admission concerning additional course work required for state certification.

### **Degree Requirements**

- 57 credit hours of approved graduate course work with a cumulative grade point average of 3.00

Students must complete the 9 credit hours in the education core courses, 12 credit hours in secondary education, 6 credit hours of student teaching, and at least 12 of the 15 credit hours in peace and conflict resolution to receive the M.A.T.

Students must complete 15 credit hours in peace and conflict resolution, 3 credit hours in economics, 6 credit hours in methodology, 6 credit hours in research and writing, and the 9 credit hours in the education core to receive the M.A. in International Peace and Conflict Resolution.

In addition to intensive course work and student teaching placements, students are also required to participate in an educational internship program. These field placements are carefully supervised and coordinated to meet state certification requirements.

- Proficiency in a modern foreign language
- Comprehensive examination in international peace and conflict resolution
- Comprehensive examination for M.A.T.

### **Course Requirements**

#### **Education Core (9 credit hours)**

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) or  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)

#### **Secondary Education Track (12 credit hours)**

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)

#### **Student Teaching (6 credit hours)**

- EDU-699 Student Teaching (6)

#### **Peace and Conflict Resolution (15 credit hours)**

- SIS-605 Theory of Cooperative Global Politics (3)
- SIS-607 Peace Paradigms (3)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-610 Theory of Conflict, Violence and War (3)
- SIS-611 International Negotiation (3)

#### **Economics (3 credit hours)**

- ECON-603 Introduction to Economic Theory (3)
- Methodology (6 credit hours)
- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-612 Research Seminar in Peace and Conflict Resolution (3) or  
other approved methods course

#### **Research and Writing Requirement (6 credit hours)**

- SIS-691 Internship (3)
- SIS-795 Master's Research Requirement (3) (substantial research paper (SRP))

## **Graduate Certificate in Teaching**

---

This teacher certification program is designed for students with bachelor's degrees in the arts, sciences, or humanities and several years of responsible work experience. Students complete the program and must pass certification (licensure) in the District of Columbia and through such certification are eligible for reciprocal certification in over 40 states. Some states may require additional courses or examinations. The certificate program may be taken in elementary, secondary, or English for Speakers of Other Language (ESOL) teaching.

### **Admission to the Program**

Applications must include transcripts of all college work, AARTS transcripts or equivalent, a cumulative grade point average of 3.00 (on a 4.0 scale) in the last 60 credit hours of undergraduate work and in all graduate work, a statement of purpose, and two letters of recommendations. Admission to the certificate program constitutes admission to the Teacher Education Program. To be admitted students must earn a passing score on the PRAXIS I: Pre-Professional Skills Test (PPST) as set by the District of Columbia.

### **Certificate Requirements**

- 24–30 credit hours of approved graduate work, including 6 credit hours of student teaching, with grades of C or better, and at least 9–12 credit hours at the 600-level or above  
For secondary certification, specific course work in the subject area to be taught may be needed to meet requirements for certification
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.
- Students submit an electronic professional portfolio and complete the PRAXIS II exam prior to being awarded the certificate.

### **Course Requirements**

- Core (12 credit hours)**
- EDU-521 Foundations of Education (3)
  - EDU-620 Theories of Educational Psychology and Human Development (3)
  - EDU-699 Student Teaching (6)
- Elementary (18 credit hours)**
- EDU-601 Teaching Reading in the Elementary School (3)
  - EDU-602 Teaching Language Arts in the Elementary School (3)

- EDU-603 Teaching Mathematics in the Elementary School (3)
- EDU-604 Teaching Science in the Elementary School (3)
- EDU-608 Teaching Social Studies in the Elementary School (3)
- EDU-609 Effective Teaching for Diverse Learners (3)  
**Secondary Education (12 credit hours)**
- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)  
**English for Speakers of Other Languages (ESOL) (15 credit hours)**
- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-523 Second Language Acquisition (3)  
*or*  
TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
- TESL-524 Reading and Writing in the ESL/EFL Classroom (3)
- TESL-531 Language Assessment (3)

### **Ongoing Assessment of Academic and Professional Performance**

To remain in the Teacher Education Program, certificate students must maintain a cumulative grade point average of 3.00; receive satisfactory evaluations in field and methods placements; obtain satisfactory evaluation from the Teacher Education Committee based upon academic, professional, and performance criteria established by the committee; and meet specific course grade requirements. Students must also earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST).

### **Admission to the M.A.T.**

Students in the certificate program seeking admission to the M.A.T. degree program will be considered after satisfactory completion of up to 18 credit hours of course work. A maximum of 21 credit hours earned in nondegree status in a completed certificate program may be applied to a graduate degree program.

## **Master of Education in Curriculum and Instruction**

---

The Master of Education (M.Ed.) in Curriculum and Instruction is designed for students with a background in educational theory and practice. The program follows the National Council for the Accreditation of Teacher Education (NCATE) guidelines for advanced programs and provides an opportunity for students to earn National Board for the Professional Teaching Standards (NBPTS) certification. Students select a focus within the program including literacy, global literacy, educational leadership,

and educational technology. The literacy focus prepares practicing teachers to become literacy specialists by providing a thorough grounding in theory, principles, and practices of literacy education as well as a critical understanding of key contemporary issues in relation to the teaching and learning of literacy and language. Global literacy provides practicing teachers the opportunity to incorporate global perspectives on literacy teaching and learning into their existing curricula and pedagogies. Educational leadership prepares teachers to develop effective professional development programs, provide mentoring and instruction for new teachers, and develop assessment and evaluation programs for schools and other educational organizations. The technology focus with specializations in mathematics or science is designed for teacher leaders with particular interest in integrating technology into the curriculum, specifically how math and science instruction is presented in schools and other educational organizations.

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE). The GRE is required for applicants whose highest earned degree is a baccalaureate and for students who have completed a master's degree with less than a 3.5 GPA, and may be required for those with master's degrees and GPAs above 3.5. Applicants should have at least three years of teaching experience and a standard teaching license, although applicants whose teaching experience occurred more than ten years ago are encouraged to apply.

### **Degree Requirements**

- 36 credit hours of approved graduate work  
Up to 6 credit hours may be transferred from work completed at other institutions and approved by the program director at time of admission
- A program of study approved by the program director and the dean of the school must be submitted by the end of the first semester of enrollment in the program
- Comprehensive examination requirement satisfied through specified course work: 3 credit hours of EDU-629 or EDU-691

### **Course Requirements**

#### **Core**

- EDU-525 Principles of Educational Assessment and Evaluation (3)
- EDU-609 Effective Teaching for Diverse Learners (3)
- EDU-683 Curriculum Design for the Classroom (3)
- EDU-687 Analysis of Instruction and Supervision (3)

#### **Comprehensive Examination (3 credit hours)**

- EDU-629 National Board for Professional Teaching Standards Preparation (1) (for a total of three credits)  
*or*
- EDU-691 Internship (3) in an area of focus

#### **Social Science Methodology (3 credit hours)**

- EDU-610 Methods of Inquiry: Utilizing Information Effectively (2)

- EDU-621 Topics in Social Science Research (1)  
**Area of focus (18 credit hours)**

#### *Literacy (18 credit hours)*

- EDU-619 Children's Literature: A Critical Literacy Approach (3)
- EDU-622 Language and Literacy Learning (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-644 Language Development and Remediation (3)  
*or*

- EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
- 6 credit hours from the following

- ANTH-537 Topics in Language and Culture (3)
- ANTH-635 Race, Gender and Social Justice (3)
- ANTH-637 Discourse, Narrative, and Text (3)
- EDU-565 Gender and Cultural Diversity in School (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-644 Language Development and Remediation (3)  
*or*
- EDU-671 Foundations of Reading: Diagnosis and Remediation (3)

- EDU-647 Global and Multicultural Education (3)
- SOCY-553 Multiculturalism (3)

- TESL-527 Cultural Issues in the ESL/EFL Classroom (3)

#### *Global Literacy (18 credit hours)*

- EDU-622 Language and Literacy Learning (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-624 Language, Schooling, and Nation-Building (3)
- EDU-647 Global and Multicultural Education (3)
- 6 credit hours from the following

- ANTH-635 Race, Gender and Social Justice (3)
- EDU-627 Literacy Education Skills Institutes (1)
- EDU-792 In-Service Training Project: Internship in Education (3–9)

- SIS-546 Race, Ethnicity and Cultural Identity (3)

- SOCY-553 Multiculturalism (3)

#### *Educational Leadership (18 credit hours)*

- EDU-631 Fundamentals of Management in Educational Organizations (3)
- EDU-632 Case Studies in Educational Management (3)
- EDU-633 Financing Educational Systems (3)
- EDU-634 Education and Public Policy (3)
- EDU-639 Effective Leadership Skills (3)
- EDU-666 Legal Issues in Education (3)

#### *Educational Technology (18 credit hours)*

- EDU-519 The Uses of Technology in Education (3)

- EDU-560 Advanced Technology in Education (3)
- 6 credit hours from the following:
  - COMM-652 Web Studio (3)
  - CSC-510 Legal Issues in Computing (3)
  - CSC-535 User Interface Analysis and Design (3)
  - CSC-589 Topics in Computer Science (3)
- 6 credit hours from the following:
  - BIO-550 Developmental Biology (3) *and*
  - BIO-551 Developmental Biology Laboratory (1)
  - CSC-589 Topics in Computer Science (3)
  - EDU-603 Teaching Mathematics in the Elementary School (3)
  - EDU-604 Teaching Science in the Elementary School (3)
  - EDU-606 Theories and Methods in Diagnostic and Prescriptive Mathematics (3)
  - ENVS-580 Environmental Science I: A Quantitative Approach (3)
  - MATH-580 Topics in Mathematics (3)
  - MATH-585 Mathematics Education (3)
  - Science content area elective

## **Graduate Certificate in Curriculum and Instruction**

---

The curriculum and instruction certificate program is designed for students with an interest in expanding their teaching or supervision skills, but who are not currently pursuing a master's degree. Students select a focus including literacy, global literacy, educational leadership, and educational technology.

### **Admission to the Program**

Applications must include transcripts of all undergraduate and graduate course work, a cumulative grade point average of 3.00 (on a 4.00 scale) in the last 60 credit hours of undergraduate work and in all graduate work, a statement of purpose, and two letters of recommendation.

### **Certificate Requirements**

- 18 credit hours of approved graduate work with grades of B- or better, and at least 9 credit hours at the 600-level or above
- Grades below B- in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

#### *Literacy (18 credit hours)*

- EDU-619 Children's Literature: A Critical Literacy Approach (3)

- EDU-622 Language and Literacy Learning (3)
  - EDU-623 Topics in Literacy Education (3)
  - EDU-644 Language Development and Remediation (3)
    - or
    - EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
  - 6 credit hours from the following:
    - ANTH-537 Topics in Language and Culture (3)
    - ANTH-635 Race, Gender and Social Justice (3)
    - ANTH-637 Discourse, Narrative, and Text (3)
    - EDU-565 Gender and Cultural Diversity in School (3)
    - EDU-623 Topics in Literacy Education (3)
    - EDU-644 Language Development and Remediation (3)
      - or
      - EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
    - EDU-647 Global and Multicultural Education (3)
    - SOCY-553 Multiculturalism (3)
    - TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
- Global Literacy (18 credit hours)*
- EDU-622 Language and Literacy Learning (3)
  - EDU-623 Topics in Literacy Education (3)
  - EDU-624 Language, Schooling, and Nation-Building (3)
  - EDU-647 Global and Multicultural Education (3)
  - 6 credit hours from the following:
    - ANTH-635 Race, Gender and Social Justice (3)
    - EDU-627 Literacy Education Skills Institutes (1)
    - EDU-792 In-Service Training Project: Internship in Education (3-9)
    - SIS-546 Race, Ethnicity and Cultural Identity (3)
    - SOCY-553 Multiculturalism (3)

*Educational Leadership (18 credit hours)*

- EDU-631 Fundamentals of Management in Educational Organizations (3)
- EDU-632 Case Studies in Educational Management (3)
- EDU-633 Financing Educational Systems (3)
- EDU-634 Education and Public Policy (3)
- EDU-639 Effective Leadership Skills (3)
- EDU-666 Legal Issues in Education (3)

*Educational Technology (18 credit hours)*

- EDU-519 The Uses of Technology in Education (3)
- EDU-560 Advanced Technology in Education (3)
- 6 credit hours from the following:
  - COMM-652 Web Studio (3)
  - CSC-510 Legal Issues in Computing (3)
  - CSC-535 User Interface Analysis and Design (3)
  - CSC-589 Topics in Computer Science (3)
- 6 credit hours from the following:
  - BIO-550 Developmental Biology (3) *and*
  - BIO-551 Developmental Biology Laboratory (1)

- CSC-589 Topics in Computer Science (3)
- EDU-603 Teaching Mathematics in the Elementary School (3)
- EDU-604 Teaching Science in the Elementary School (3)
- EDU-606 Theories and Methods in Diagnostic and Prescriptive Mathematics (3)
- ENVS-580 Environmental Science I: A Quantitative Approach (3)
- MATH-580 Topics in Mathematics (3)
- MATH-585 Mathematics Education (3)
- Science content area elective

## B.S. in Health Promotion

---

The B.S. in Health Promotion provides rigorous academic preparation in scientific and clinical knowledge of exercise physiology, human physiological chemistry, programming, health psychology, and nutrition, as well as organizational/human resource management. The program includes course work from the Departments of Biology, Chemistry, Psychology, and the Kogod School of Business. Experiential learning opportunities are available at federal government agencies and many organizations dealing with health, education, managed care, and physical fitness to meet the internship/cooperative education requirement of the program. This curriculum prepares students for a health promotion position in a corporate, community, commercial, or school environment, or for graduate work in health-related fields.

### Admission to the Program

Formal admission to the major requires a grade point average of 2.70 (on a 4.00 scale) after the freshman year and departmental approval. In addition to the university requirements for transfer admission, applicants should have maintained a minimum grade point average of 2.70 (on a 4.00 scale). Students with a grade point average between 2.50 and 2.70 may be formally admitted to the major after completion of 15 credit hours with a minimum grade point average of 3.00.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 58 credit hours with grades of C or better

### Course Requirements

- BIO-200/BIO-200G Structure and Function of the Human Body 5:2 (3)

- CHEM-100/CHEM-100G The Molecular World 5:1 (4)
- CHEM-506 Human Physiological Chemistry (3)
- HFIT-200 Lifetime Health and Fitness (3)
- HFIT-205/HFIT-205G Current Concepts in Nutrition 5:2 (3)
- HFIT-240 Introduction to Health Promotion (3)
- HFIT-245/HFIT-245G Gender, Culture, and Health 4:2 (3)
- HFIT-250 Strategies in Stress Reduction (3)
- HFIT-325 Exercise Physiology (3)
- HFIT-335 Health Promotion Program Planning (3)
- HFIT-410 Health Promotion Evaluation (3)
- HFIT-488 Senior Seminar (3)
- HFIT-491 Internship in Health Promotion (6) or HFIT-392 Cooperative Education Field Experience (6)
- HFIT-540 Health Communication (3)
- HFIT-565 Quantitative Assessment (3)
- MGMT-353 Principles of Organizational Theory, Behavior and Management (3)
- PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)
- PSYC-333 Health Psychology (3)

## Minor in Health Promotion

---

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### Course Requirements

- HFIT-205/HFIT-205G Current Concepts in Nutrition 5:2 (3)
- HFIT-200 Lifetime Health and Fitness (3)
- HFIT-240 Introduction to Health Promotion (3)
- HFIT-325 Exercise Physiology (3)
- HFIT-335 Health Promotion Program Planning (3)
- 9 credit hours from the following, approved by a department advisor:
  - HFIT-250 Strategies in Stress Reduction (3)
  - HFIT-270 First Aid, CPR and Medical Emergencies (3)
  - HFIT-323 Issues in Women's Health (3)
  - HFIT-410 Health Promotion Evaluation (3)
  - HFIT-540 Health Communication (3)
  - HFIT-565 Quantitative Assessment (3)

## Combined B.S. in Health Promotion and M.S. in Health Promotion Management

---

This program allows qualified students to earn both a B.S. in Health Promotion and an M.S. in Health Promotion Management.

### Admission to the Program

Undergraduates whose overall grade point average is 3.00 or higher will be considered for the combined program. Students should discuss their interest in the program with the academic advisor for the B.S. in Health Promotion program before submitting a formal application and apply for admission to the M.S.

in Health Promotion Management program before the fall semester of their senior year.

#### **Course Requirements**

- All requirements for the B.S. in Health Promotion
- All requirements for the M.S. in Health Promotion Management, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

CHEM-506 Human Physiological Chemistry, HFIT-540 Health Communication, and HFIT-565 Quantitative Assessment may be used to satisfy the requirements of both degrees.

### **M.S. in Health Promotion Management**

The primary objective of the M.S. in Health Promotion Management is to provide a competency-based, multidisciplinary academic program for individuals dedicated to assuming leadership positions within the health promotion industry. The curriculum integrates managerial skills with scientific and clinical knowledge of exercise physiology, human biochemistry, behavioral psychology, and nutrition. Students also select an area of emphasis in either corporate health, exercise physiology, health communication, health policy, or global health.

#### **Admission to the Program**

The program is open to students with varied undergraduate backgrounds and has few science-related academic prerequisites. The academic record and experience of each applicant will be thoroughly reviewed by the program director. The minimum university requirements for admission to graduate study are a bachelor's degree earned at an accredited college or university and a 3.00 cumulative grade point average (on a 4.00 scale) for the last 60 credit hours of undergraduate study. A satisfactory score on the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) is required for admission. Program prerequisites include human anatomy and physiology and exercise physiology. However, these courses can be taken after admission to the program. International applicants who are fluent in written and spoken

English are encouraged to apply. To be considered for admission, applicants must meet university requirements for writing and speaking English.

#### **Degree Requirements**

- 40 credit hours of graduate work
- Tool of research: students must complete the tool of research examination or HFIT-565 Quantitative Assessment with a grade of B or better
- Thesis or internship option
- One written and one oral comprehensive examination

#### **Course Requirements**

- HFIT-510 Applied Human Physiology and Testing I (4)
- HFIT-540 Health Communication (3)
- HFIT-545 Nutrition for Health (3)
- HFIT-550 Programming for Health Promotion (3)
- HFIT-555 Research Methodology (3)
- HFIT-560 Health Promotion in Healthcare (3)
- HFIT-565 Quantitative Assessment (3)
- HFIT-618 Strategic Planning in Health Promotion (3)
- HFIT-620 Critical Issues (3)
- HFIT-682 In-Service Training (3) or HFIT-797 Master's Thesis Seminar (3)
- PSYC-570 Behavioral Medicine (3)
- 6 credit hours in one of the following areas of emphasis:
- Corporate**
- HFIT-575 Global Health (3)
- MGMT-609 Organizational Behavior and Human Resource Management (3)
- Exercise Physiology**
- CHEM-506 Human Physiological Chemistry (3)
- HFIT-515 Applied Human Physiology and Testing II (3)
- Health Communication**
- COMM-640 Public Communication Principles (3)
- COMM-642 Public Communication Management (3)

## **Environmental Studies**

#### **Director Kiho Kim**

A new generation of environmental professionals is needed to solve the myriad environmental problems faced by society. These rigorous, interdisciplinary programs provide students with a basic understanding of the scientific and social processes that shape our environment. Students completing the programs will have the fundamental knowledge and the critical thinking skills to make independent, rational decisions concerning current and pressing environmental issues.

Offered by the Department of Biology, programs include a B.A. in Environmental Studies, B.S. in Marine Science, minor in environmental science, M.S. in Environmental Science, and Graduate Certificate in Environmental Assessment.

The B.A. in Environmental Studies consists of a core and a set of related courses. The core provides a solid foundation based on the natural sciences as well as the social sciences. The student then builds upon the core by choosing from an approved list of related courses spanning many disciplines, including courses in the College of Arts and Sciences, the School of International Service, and the School of Public Affairs. A careful choice of related

courses, made in consultation with a faculty advisor, will allow the student to tailor a program of study suited to his or her specific interests and professional goals.

Each student in the program is also encouraged to gain practical field experience through an internship at one or more of the many public and private environmental organizations in the Washington, D.C. vicinity, such as the Environmental Protection Agency (EPA), Smithsonian Institution, National Oceanic Atmospheric Administration (NOAA), American Rivers, and Chesapeake Bay Foundation.

Graduates of the program will be prepared for employment in natural resource fields dealing with basic and applied scientific interests, management, and policymaking. A minor in environmental science is also available.

The M.S. in Environmental Science emphasizes the multidisciplinary nature of environmental studies while retaining disciplinary strength and rigor. The diversity of course offerings includes environmental toxicology, conservation biology, environmental economics, and environmental policy, with both a domestic and international scope.

## B.A. in Environmental Studies

### Admission to the Program

Admission to the program is through formal declaration of the major through the Department of Biology.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 70 credit hours with grades of C or better

### Course Requirements

#### Core (52 credit hours)

##### Social Sciences (15 credit hours)

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- GOVT-110/GOVT-110G Politics in the United States 4:1 (3)
- SIS-105/SIS-105G World Politics 3:1 (3)
- One of the following:  
ANTH-334 Environmental Justice (3)  
SOCI-389 Society and the Global Environment (3)

##### Environmental Studies (19 credit hours)

- CHEM-330 Environmental Chemistry (3)

- ENVS-102 Seminar in Environmental Issues (1)
- ENVS-360 Environment and the Atmosphere (3)
- ENVS-375 Water Resources (3)
- ENVS-492 Senior Capstone in Environmental Studies (3)
- Two from the following:  
ECON-379 Economics of Environmental Policy (3)  
GOVT-370 Formation and Implementation of Environmental Policy (3)

#### GOVT-423 Advanced Studies in Public Policy (3): Conservation Politics

- SIS-337 International Development (3)
- SIS-338 Environment and Development (3)
- SIS-388 International Environmental Politics (3)

#### *Natural Sciences and Mathematics (18-20 credit hours)*

- BIO-110/BIO-110G General Biology I 5:1 (4)  
*or*  
BIO-100/BIO-100G Great Experiments in Biology 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)  
*or*  
ENVS-250/ENVS-250G Living in the Environment 5:2 (3)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)  
*or*  
CHEM-100/CHEM-100G The Molecular World 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)  
*or*  
CHEM-220/CHEM-220G Environmental Resources and Energy 5:2 (3)
- one of the following:  
MATH-211 Applied Calculus I (4) *or*  
MATH-221 Calculus I (4)

#### *Related Course Requirements (18 credit hours)*

##### *Skills (3 credit hours)*

- One of the following:  
COMM-200 Writing for Mass Communication (3)  
CSC-310 Introduction to Geographic Information Systems (3)

#### *Environmental Applications (12 credit hours)*

- 12 credit hours from the following:  
ANTH-334 Environmental Justice (3) (if not taken for core requirement)  
BIO-340 Marine Biology (3)  
BIO-342 Marine Mammals (3)  
BIO-423 Introduction to Ecology (3)  
BIO-440 Microbiology with Laboratory (4)  
BIO-562 Aquatic Field Methods (3)  
BIO-563 Terrestrial Field Methods (3)  
CHEM-310 Organic Chemistry I (3) *and*  
CHEM-312 Organic Chemistry II Laboratory (1)  
CHEM-320 Organic Chemistry II (3) *and*  
CHEM-322 Organic Chemistry II Laboratory (1)

- ECON-379 Economics of Environmental Policy (3)(if not taken for core requirement)
- ENVS-240/ENVS-240G Oceanography 5.2 (3)
- ENVS-303 Environmental Issues in the Chesapeake Bay (6)
- ENVS-520 Biogeochemistry (3)
- ENVS-572 Topics in Conservation Biology (3)
- ENVS-580 Environmental Science I: A Quantitative Approach (3)
- ENVS-581 Environmental Science II: A Quantitative Approach (3)
- ENVS-582 Environmental Law (3)
- GOVT-370 Formation and Implementation of Environmental Policy (3) (if not taken for core requirement)
- GOVT-423 Advanced Studies in Public Policy (3): Conservation Politics (if not taken for core requirement)
- PHYS-105/PHYS-105G College Physics I 5:1 (4) or
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-205/PHYS-205G College Physics II 5:2 (4) or
- PHYS-210/PHYS-210G University Physics II 5:2 (4)
- SIS-337 International Development (3) (if not taken for core requirement)
- SIS-338 Environment and Development (3) (if not taken for core requirement)
- SIS-388 International Environmental Politics (3) (if not taken for core requirement)
- SOCY-389 Society and the Global Environment (3) (if not taken for core requirement)
- STAT-202 Basic Statistics (4)

Other courses may be substituted with approval of the Environmental Studies coordinator.

#### *Experiential Learning ( 3 credit hours)*

- A maximum of 3 credit hours from:
- ENVS-392 Cooperative Education Field Experience (3)
- ENVS-490 Independent Study Project (1-6)
- ENVS-491 Internship (1-6)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## **B.S. in Marine Science**

#### **Admission to the Program**

Admission to the program is through formal declaration of the major through the Department of Biology.

#### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

#### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

#### **Major Requirements**

- 70 credit hours with grades of C or better

#### **Course Requirements**

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- CHEM-401 Geology (3)
- CSC-310 Introduction to Geographic Information Systems (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- ENVS-104 Issues in Marine Science I (1)
- ENVS-105 Issues in Marine Science II (2)
- ENVS-360 Environment and the Atmosphere (3)
- ENVS-420 Applied Oceanography with Laboratory (4)
- ENVS-492 Senior Capstone in Environmental Studies (3) or  
ENVS-303 Environmental Issues in the Chesapeake Bay (6)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)  
or  
STAT-202 Basic Statistics (4)
- One of the following
  - ECON-379 Economics of Environmental Policy (3)
  - ENVS-582 Environmental Law (3)
  - SIS-388 International Environmental Politics (3)
- 9 credit hours from the following:
  - BIO-340 Marine Biology (3)
  - BIO-342 Marine Mammals (3)
  - BIO-423 Introduction to Ecology (3)
  - BIO-520 Topics in Marine Zoology with Laboratory (4)
  - ENVS-303 Environmental Issues in the Chesapeake Bay (6)
  - ENVS-425 Advanced Marine Ecology with Laboratory (4)
- 9 credit hours at a marine field station with approval from the marine science program advisor

## **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## **Minor in Environmental Science**

### **Requirements**

- A minimum of 22 credit hours with grades of C or better with at least 12 credit hours unique to the minor

### **Course Requirements**

- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry I 5:2 (4)
- CHEM-401 Geology (3)
- ENVS-102 Environmental Issues (1)
- ENVS-360 Environment and the Atmosphere (3)
- ENVS-375 Water Resources (3)
- MATH-211 Applied Calculus I (4) *or* MATH-221 Calculus I (4)
- Students whose major requirements include CHEM-110, CHEM-210, and MATH-211/MATH-221 take an additional course as approved by the Environmental Studies coordinator

## **Combined Bachelor's Degree and M.S. in Environmental Science**

This program enables qualified students to earn both an undergraduate degree (in any field) and an M.S. in Environmental Science. The combined program can be completed with four years of undergraduate study plus 12 months of additional graduate study (fall and spring semesters plus a summer of research or internship). The program offers students an opportunity for strong training and careers in environmental science or policy.

### **Admission to the Program**

Undergraduates should apply for admission to the combined program by the end of the junior year. At a minimum, students must have an overall grade point average of 3.00 or higher, and have taken a year of laboratory science (BIO-110/210 General Biology I/II, CHEM-110/210 General Chemistry I/II, PHYS-105/205 College Physics I/II or PHYS-110/210 University Physics I/II) and a year of calculus (MATH-221/222, MATH-211/212).

Applications must be accompanied by two letters of recommendation and a statement of purpose. Graduate Record Examination (GRE) scores may be required for admission to the combined program. Students should discuss their interest in the program with the Environmental Studies coordinator before submitting an application.

### **Requirements**

- All requirements for a B.A. or B.S. (in any major) at American University  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees. ENVS-580 Environmental Science I and ENVS-581 Environmental Science II are recommended.
- All requirements for the M.S. in Environmental Science, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **M.S. in Environmental Science**

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, students must have completed one year of calculus and one year of laboratory science (biology, chemistry, geology, or physics). A semester or more of economics is recommended. Admission is based on academic record, personal statement, and two letters of recommendation. The Graduate Record Examination (GRE) is required.

### **Degree Requirements**

- 36 credit hours of approved graduate work, including 6 credit hours of ENVS-681, ENVS-690, and ENVS-691 in lieu of a thesis  
Students are required to take ENVS-681 during the spring semester of their final year; they write a paper based on an internship, research, or independent study and present the paper during a venue approved by the graduate advisor.
- One comprehensive examination; a maximum of two attempts is permitted.

### **Course Requirements**

- Core (18 credit hours)
  - CSC-610 Introduction to Geographic Information Systems (3)
  - ENVS-580 Environmental Science I: A Quantitative Approach (3)
  - ENVS-581 Environmental Science II: A Quantitative Approach (3)
  - ENVS-681 Environmental Research Seminar and Practicum (3)  
*and*  
ENVS-690 Environmental Science Research (3)  
*or*  
ENVS-691 Internship (3)
  - STAT-514 Statistical Methods (3)
- Electives (18 credit hours)
  - 18 credit hours chosen in consultation with the graduate advisor from each of the two clusters below. A statistics course (STAT-515, STAT-516, STAT-520, or STAT-524) may

be substituted for one of the courses, other courses may be substituted with permission of the graduate advisor.

- 9 credit hours from the following environmental science courses:

BIO-562 Aquatic Field Methods (3)

BIO-563 Terrestrial Field Methods (3)

BIO/ENVS-596 Selected Topics: Nonrecurring (approved topics) (3)

ENVS-520 Biogeochemistry (3)

ENVS-572 Topics in Conservation Biology (3)

ENVS-575 Environmental Risk Assessment (3)

ENVS-675 Hydrology (3)

- 9 credit hours from the following environmental policy/economics courses:

ECON-579 Environmental Economics (3)

ENVS-582 Environmental Law (3)

PUAD-606 Foundations of Policy Analysis (3)

SIS-620 Studies in Global Environmental Politics (3) (topics)

SIS-649 Environment and Development (3)

SIS-660 Environment and Politics (3)

SOCY-689 Environmental Sociology (3)

## Graduate Certificate in Environmental Assessment

### Admission to the Program

Open to students with a bachelor's degree from an accredited institution. Students must have completed the following prerequisite courses: calculus, statistics, and organic chemistry.

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

- CHEM-671 Principles of Toxicology (3)
- CSC-610 Introduction to Geographic Information Systems (3)
- ITEC-688 Introduction to Decision Analysis (3)
- ENVS-575 Environmental Risk Assessment (3)
- ENVS-681 Environmental Research Seminar and Practicum (3)

## History

**Chair** Robert Griffith

### Full-Time Faculty

**Professor Emeritus/a** R.L. Beisner, R.H. Brown, B. Reagon (Distinguished Professor Emerita)

**Professor** R.D. Breitman, R. Griffith, A.M. Kraut, A.J. Lichtman, P.S. Nadell

**Associate Professor Emeritus/a** V. French, J.A. Malloy, T.R. Murphy

**Associate Professor** E. Findlay, I. Klein, P. Kuznick

**Assistant Professor** K. Franz, A. Lewis, E. Lohr, K. Morris, A.G. Shelford, K. Sims, P.J. Stern

**Visiting Assistant Professor** T. Robinson, M. Giandrea

**Distinguished Historians in Residence** A. Nelson, D. Avery

**Historians in Residence** J. Banner, J. Barry, P. Henson

History covers the full range of human endeavors: the arts and sciences, politics and the spread of political ideas, economic and technological change, and the relationship of indi-

viduals to their communities and cultures. The Department of History at American University encourages interdisciplinary study, individually designed programs, and close contact between students and faculty.

The department's outstanding faculty guides students through the range of fields and approaches employed by historians. The undergraduate program explores United States, European, and world history and includes seminars, discussion groups, internships, and independent studies. A two-semester senior seminar provides a capstone experience for all majors that culminates in the preparation of a senior thesis. Master's and doctoral students may select programs in United States or modern European history that stress research, writing, and historical analysis. The department also offers programs in public history, which can be pursued at the master's level or as an outside field in the doctoral program.

The Department of History offers a broad range of innovative courses in cinema and history, popular culture, African-American history, and presidential politics. During the sum-

mer, students may participate in the department's popular institutes on nuclear studies and the Civil War.

With resources such as the National Archives and the Library of Congress, the Washington, D.C. area comprises the richest base for archival sources and published works anywhere in the United States. Internships are available at history-related organizations and museums such as the National Museum of American History and the U.S. Holocaust Memorial Museum.

In addition to preparing students for graduate or law school, the Department of History's emphasis on research, writing, and intellectual problem solving prepares its students for work in business, government, public interest, journalism, and many other professions.

## B.A. in History

---

### Admission to the Program

Formal admission to the major requires departmental approval.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 39 credit hours with grades of C or better including at least 15 credit hours at the 300 level or above.

The department recommends that before enrolling in a course at the 300 level or above, students should complete a suitable introductory course or attain equivalent knowledge.

### Advanced Placement

Prospective history majors may qualify for 3 advanced placement (AP) credits toward the major in both American and European history (for a total of 6 credits), provided the appropriate AP examination grade is a 4 or 5. Students cannot receive AP credit towards the major if they also take the comparable survey courses in either American history (HIST-205 and HIST-206) or European history (HIST-110). A satisfactory International Baccalaureate (IB) examination may count toward fulfilling a specific course requirement for the major. Entering students with academic credit for IB examinations in history courses should consult with the department. A total of 6 AP and IB credits can be counted toward the history major.

### Course Requirements

- HIST-480 Major Seminar I (3)
- HIST-481 Major Seminar II (3)
- One course in ancient or medieval history

- One course in Asian, East European, modern Middle Eastern, or Russian history
- One course in African, African-American, Latin American, or Native American history
- One course in Western European or British history at the 300 level or above
- One course in U.S. history at the 300 level or above
- Additional courses to make a total of 39 credit hours in history (which may include JWST-205 Ancient and Medieval Jewish Civilization). At least 20 of the 39 credit hours must be taken at American University; at least 15 of the 39 must be at the 300 level or above.

### Special Opportunities

- Dorothy Ditter Gondos Award, Janet Oppenheim History Essay Prize

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in History, students may enroll in 500-level seminars, or in University Honors Colloquia taught by history faculty members, or may arrange an Honors supplement to a regular course, or an Honors independent study in history. All students must complete a two-semester sequence in the major seminar, as a "capstone" experience. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## Minor in History

---

- 21 credit hours with grades of C or better and with at least 12 credit hours unique to the minor

### Course Requirements

- One course in Western European or British history at the 300 level or above
- One course in U.S. history at the 300 level or above
- One course in an area other than Western European, British, or U.S. history
- Four more courses in history, including at least two at the 300 level or above. The department requires that all 300-level courses be taken at American University.

At least 12 of the 21 credit hours in history must be taken at American University.

## Minor in Israeli Studies

---

The minor in Israeli Studies is an interdisciplinary program that draws on faculty and courses related to Israel from across the campus. Students take three core courses focused on the history and civilization of Israel and the relationships between Israel and the Arab world. They then take 9 additional credit hours in approved elective course work. Students in the minor are encouraged to study abroad in Israel and to take Hebrew language courses.

### Admission to the Program

Formal admission to the minor requires a grade point average of 2.00 and approval of the program director.

### Requirements

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor and at least 9 credit hours at the 300 level or above

### Course Requirements

#### Core (9 credit hours)

- HIST-245 Modern Jewish Civilization (3)
- HIST-343 History of Israel (3)
- SIS-365 Arab-Israeli Relations (3)

#### Electives (9 credit hours)

- 9 credit hours from the following with approval of the program director:

HIST-344 Topics in Jewish History (3) (approved topics)

JWST-320 Topics in Jewish Culture (3) (approved topics)

JWST-390 Independent Reading (1-6)

JWST-490 Independent Study (1-6)

JWST-491 Internship (1-6)

SIS-400 Senior Seminar in International Relations (3).

#### Israeli Identity

Study abroad in Israel is highly recommended and with approval of the program director courses taken abroad may fulfill minor requirements

### Combined B.A. and M.A. in History

The program enables students to complete both the B.A. and M.A. in History in five years of full-time study.

### Admission to the Program

Interested students should apply for admission to the program in their junior year. Students in this program are not required to take the Graduate Record Examination (GRE). Students will be admitted formally to M.A. status only if they have completed all requirements for the B.A. in History with at least an overall 3.00 grade point average and a 3.20 grade point average in history courses.

### Requirements

- All requirements for the B.A. in History

Undergraduate students may apply 6 credit hours of approved 500-level course work in history to satisfy the requirements of both degrees.

- All requirements for the M.A. in History, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

### M.A. in History

#### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory

score on the Graduate Record Examination (verbal, quantitative, and analytic). Admission is based on academic record, test scores, letters of recommendation from two professors with whom work was taken recently, and favorable judgment by the department graduate committee and chair.

### Degree Requirements

- 30–33 credit hours of approved graduate work; no more than 50 percent of course work may be done in 300/600 level courses.
- Tool of research: a relevant foreign language, quantitative methods, statistics, computer science, oral history, new information technologies, or a methodology approved by the graduate committee of the Department of History
- One comprehensive examination
- Standard (nonthesis) option: Two substantial research papers with grades of B or better, one in HIST-751/752 Research Seminar and one in HIST-500 Studies in History

Thesis option: a satisfactory thesis, completed through 6 credit hours of HIST-797 Master's Thesis Seminar with grades of B or better

### Course Requirements

- HIST-500 Studies in History (3) with a grade of B or better
- Two colloquia from the following with grades of B or better: HIST-720 Colloquium in Modern European History since 1789 I (3)  
HIST-721 Colloquium in Modern European History since 1789 II (3)  
HIST-727 Colloquium in United States History I: to 1865 (3)  
HIST-728 Colloquium in United States History II: since 1865 (3)  
or approved substitute for one of the above colloquia
- HIST-744 The Historian's Craft (3) with a grade of B or better, taken in the student's first fall semester in the program
- Standard (nonthesis) option:  
One of the following  
HIST-751 Research Seminar in European History (3)  
HIST-752 Research Seminar in United States History (3)  
or approved substitute  
or  
Thesis option: HIST-797 Master's Thesis Seminar (6)
- 12–15 credit hours in approved graduate course work  
or

#### Public History Concentration

- HIST-729 Public History Seminar (3) with a grade of B or better
- HIST-730 Public History Practicum (3) with a grade of B or better
- HIST-691 Internship in History (3)
- 6 credit hours in approved graduate course work

## **Ph.D. in History**

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants normally have completed an M.A. in History or a related field, have earned a satisfactory score on the Graduate Record Exam (Verbal, Quantitative, and Analytic), and have made a substantial beginning in one tool of research. Admission is based on academic record, letters of recommendation from two professors with whom work was taken recently, a sample of recent written work of substantial length (M.A. thesis, research paper, or interpretative essay) and favorable judgment by the department's graduate committee and department chair.

### **Degree Requirements**

- 72 credit hours of approved graduate work
- Two of the following as tools of research: relevant foreign languages, quantitative methods, statistics, computer science, oral history, or a methodology approved by the graduate committee of the Department of History

- Comprehensive examinations in four fields: Comprehensive examinations are offered in the areas of ancient history, United States history, modern European history, British history, Latin American history, modern Asian history, Russian history, and diplomatic history.

One field must be a historical field outside the student's main area of concentration, a comparative or multidisciplinary field, or a field in another discipline.

- Dissertation and oral defense (Dissertation work is not usually available in ancient, Russian, Asian, or Latin American history.)

### **Course Requirements**

Specific course requirements depend on whether students received their M.A. in History from American University. For more information, consult the Department of History.

- HIST-744 The Historian's Craft (3) with a grade of B or better, taken in the student's first semester of course work
- HIST-799 Doctoral Dissertation Seminar (12-24)

### **Special Opportunities**

- Internships at the National Archives, U.S. government agencies, and local historical societies

## **Jewish Studies**

### **Director Pamela S. Nadell**

Faculty from other schools and departments of the university teach courses in the program.

The Jewish Studies Program recognizes that Jews and Judaism constitute a distinct yet integral component of the heritage of Western civilization. Jewish studies courses analyze the civilization of the Jews and its various cultural and religious expressions from the patriarchal period to the present.

Jewish studies courses embrace the total experience of the Jewish people, spanning the spectrum of the arts, humanities, and the social sciences. Moreover, since dynamic contact with many other religions and cultures influenced the development of Jewish civilization, courses view Jews and Judaism within the broader context of these dominant societies, and enrich one's understanding of American and world Jewries. The majors and minors in Jewish studies prepare students for leadership within and service to the Jewish community, and for a greater understanding of our pluralistic society.

As a center of Jewish organizational life, Washington, D.C. provides opportunities for internships with local Jewish organizations devoted to community relations, religious activities, Israel, and social welfare. A Jewish studies minor combined with an education major may lead to certification for teaching in Jewish schools.

## **B.A. in Jewish Studies**

### **Admission to the Program**

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the director of the program.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- 39 credit hours with grades of C or better

### **Course Requirements**

- HEBR-216 Hebrew, Intermediate Modern I (3)
- HEBR-217 Hebrew, Intermediate Modern II (3)
- or equivalent proficiency in Hebrew as approved by the Jewish Studies faculty.

*Note:* HEBR-116/HEBR-117 Hebrew, Elementary Modern I/II are prerequisites for the language requirement but do not count toward the major.

- HIST-245 Modern Jewish Civilization (3)
- JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3)
- JWST-481 Senior Thesis in Jewish Studies I (3)
- JWST-482 Senior Thesis in Jewish Studies II (3)
- One course in Jewish literature
- One course in Jewish thought
- One course in contemporary Jewish life
- 12 additional credit hours in Jewish Studies

Eighteen of the total 39 hours must be at the 300 level or above. Related courses from other university departments may be used with approval of the program director.

#### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## Minor in Jewish Studies

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor, 9 of the 18 credit hours must be at the 300 level or above

#### Course Requirements

- HIST-245 Modern Jewish Civilization (3)
- JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3)
- One course in Jewish literature
- One course in Jewish thought
- One course in contemporary Jewish life
- One additional course in Jewish studies

#### Special Opportunities

**Dr. Everett and Marian Gordon Scholarship Awards in Jewish Studies** Established in 1976 to provide awards for outstanding senior theses in Jewish Studies, and scholarships for classroom performance by students in Jewish studies courses, with preference given to students without previous background in Jewish studies.

**Jerrold and Jane Goodman Scholarships** Established in 1979 through an annual grant from Yablick Charities, Inc. Scholarships are awarded annually to outstanding students in Jewish studies.

## Language and Foreign Studies

### Chair Nadia Harris

#### *Full-Time Faculty*

**Professor Emeritus/a** E.I. Burkart, GS. Burkart, V. Medish, J. Schillinger

**Professor** N.S. Baron, J. Child, B.F. Steinbruckner

**Associate Professor Emeritus/a** V.Z. Borkovec, M.A. Charbonneau, J. W. Goldin, M.A.G Hood, H. Pineda

**Associate Professor** N. Harris, C. Hernandez, A. Israeli, A. Oliver, D. Rodamar, O. Rojer, J. Wisman

**Assistant Professor Emerita** E. Karazikas

**Assistant Professor** S. Aoshima, F. Cortés-Conde, N. Ishihara, A. Serra, R. Von Wörde, B. Werth

**Instructor** G. Berg, R. Cavaceppi, E. Dawley, E. Holtermann, E. Lang, M. Piñiero, R. Roman, K. Velleman,

In an increasingly complex world that grows smaller every day, the study of languages, literatures, and cultures is of vital importance. Learning the ways other nations live and think furthers understanding among peoples and cultures. The Department of Language and Foreign Studies (LFS) offers extensive undergraduate study in French, German, Russian, and Latin American and Spanish foreign language and culture, as well as two jointly-administered programs: one in area studies and language with the School of International Service and a foreign

language and communication media program with the School of Communication. In addition, language courses in Arabic, Chinese, Farsi, Hebrew, Italian, and Japanese are offered each academic year. Other languages sometimes offered include Hindi, Korean, Polish, Swahili, and Turkish. Czech is offered in Prague through the AU Abroad program. Master's programs include the M.A. in Spanish: Latin American Studies and the M.A. in TESOL (Teaching English to Speakers of Other Languages). (For admission and requirement information, see TESOL.)

Programs in language and foreign studies meet the needs of both departmental majors and other students in the university. Many undergraduates choose to minor in a language area or to complete a translation certificate. Internships and cooperative education programs are available both locally and internationally for foreign language programs and TESOL. Students can also enhance their language skills through study in the AU Abroad program. Students can complete translation certificates as part of their degree requirements or earn credits towards a TESOL certificate.

Many areas of business, industry, and government service consider a language background a career must. Recent graduates of the department have been employed in a variety of organizations and fields including the Department of State, Library of Congress, National Security Agency, Voice of America, and National Academy of Sciences, as well as international import and

export firms, public and private schools and colleges, and research and development firms.

### **Language Resource Center**

The Language Resource Center (LRC) of the Department of Language and Foreign Studies is a comprehensive, multi-media facility which supports students and faculty in the study and teaching of foreign languages and cultures through the use of advanced technologies in audio, video, film, computer, and satellite telecommunications.

The LRC is located in the Asbury Building lower level and is reached via the street-level entrance to the north wing of Asbury. For more information call 202-885-2396.

### **Undergraduate Language Program Courses**

**First Year 100-Level Elementary Courses** Emphasis on developing basic language skills for oral and written communication with special attention to diverse cultural patterns. Three to five academic hours of class instruction per week supplemented by individual language laboratory work. A "native" speaker of a foreign language cannot enroll in or earn credit toward graduation in a 100-level course.

**Second Year 200-Level Intermediate Courses** Emphasis on cultural patterns and contrasts between cultures, refinement of basic language skills, study of more complex grammatical structures, and expansion of vocabulary in a cultural context. Three to five academic hours of class instruction per week supplemented by individual language laboratory work. A "native" speaker of a foreign language cannot enroll in or earn credit toward graduation in a 200-level course.

**Third Year 300-Level Non-topics Courses** Emphasis on advanced language use and refinement of complex grammatical structures, focusing on culturally-specific contexts. Three academic hours of class instruction per week. A "native" speaker of a foreign language cannot enroll in or earn credit toward graduation in a 300-level non-topics course.

**300-, 400- and 500-Level Topics Courses** Topics courses taught in the target language designed for both majors and nonmajors.

**300- and 400-Level Civilization Courses** Multi-faceted approach to the survey of a target civilization designed for both majors and nonmajors.

*Note:* A "native" speaker of a foreign language is defined as a person whose pre-college level instruction was conducted principally in that language. Students who have significant knowledge of a foreign language gained outside of pre-college instruction may also be considered by LFS to be "native" speakers, but may have valid reasons for studying the language at the 300 level or lower. Requests for such consideration will be evaluated on a case-by-case basis, and should be directed to the chair of the Department of Language and Foreign Studies.

## **B.A. in French, German, Russian, or Spanish Studies**

### **Admission to the Program**

Students must be approved by the department for formal admission to the major. Language course work may be waived if high school or other preparation warrants it. Placement will be made in consultation with a departmental advisor.

### **Majors**

French, German, Russian, or Spanish Studies

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- French, German or Spanish: 39 credit hours with grades of C or better. Prerequisite: completion of intermediate language level.
- Russian: 36 credit hours with grades of C or better. Prerequisite: completion of intermediate language level.

- One of the following field concentrations:
  - 12 credit hours in a second foreign language at any level  
*or*
  - 12 credit hours in area studies in the major field at the 300 level or above  
*or*

Teacher education leading to certification to teach a foreign language (French, German, or Spanish) at the secondary level  
*or*

An approved minor related to the major field; for example, another language, business administration, communication, economics, political science, history, sociology, literature, anthropology, or international studies

### **Course Requirements**

#### **French (39 credit hours)**

- FREN-322 Advanced French I (3) (may be replaced by other 300- or 500-level courses if warranted by language proficiency)
- FREN-323 Advanced French II (3) (may be replaced by other 300- or 500-level courses if warranted by language proficiency)
- FREN-324 *Civilisation Française I* (3)
- FREN-325 *Civilisation Française II* (3)

- 3 credit hours of linguistics course work from the following  
ANTH-225/ANTH-225G Language and Human  
Experience 1:2 (3)  
ANTH-254 Language and Culture (3)  
TESL-5XX course as approved by advisor
- Remaining credit hours at the 300 level or above in French studies

**German (39 credit hours)**

- GERM-332 German Conversation and Composition I (3)  
(may be replaced by other 300- or 400-level courses if warranted by language proficiency)
- GERM-333 German Conversation and Composition II (3)  
(may be replaced by other 300- or 400-level courses if warranted by language proficiency)
- GERM-438 German Civilization I (3)
- GERM-439 German Civilization II (3)
- 3 credit hours of linguistics course work from the following  
ANTH-225/ANTH-225G Language and Human  
Experience 1:2 (3)  
ANTH-254 Language and Culture (3)  
TESL-5XX course as approved by advisor
- Remaining credit hours chosen from 300-400-level courses, independent study projects, internships, and topics courses in German studies

**Russian (36 credit hours)**

- RUSS-342 Russian Conversation and Composition I (3)
- RUSS-343 Russian Conversation and Composition II (3)
- 21 credit hours from the following:  
RUSS-441 Russian Media and Political Translation (3)  
400-500-level Russian literature, topics, or linguistics courses  
LFS-390 Independent Reading Course (1-6) or  
LFS-490 Independent Study Project (1-6)
- 3 credit hours of linguistics course work from the following  
ANTH-225/ANTH-225G Language and Human  
Experience 1:2 (3)  
ANTH-254 Language and Culture (3)  
TESL-5XX course as approved by advisor
- Additional courses to fulfill credit hour requirements selected in consultation with advisor.

**Spanish (39 credit hours)**

- SPAN-352 Spanish Conversation and Composition I (3)  
(may be replaced by other 300- or 500-level course if warranted by language proficiency)
- SPAN-353 Spanish Conversation and Composition II (3)  
(may be replaced by other 300- or 500-level course if warranted by language proficiency)
- SPAN-357 Introduction to Latin American Literature (3)
- SPAN-450 Spanish Civilization I: Spain (3)
- SPAN-451 Spanish Civilization II: Latin America (3)

- SPAN-491 Internship: Spanish (2-6)
- 3 credit hours of linguistics course work from the following  
ANTH-225/ANTH-225G Language and Human  
Experience 1:2 (3)  
ANTH-254 Language and Culture (3)  
SPAN-356 Spanish Topics (3) (approved topic)  
SPAN-361 Introduction to Spanish Linguistics (3)  
TESL-5XX course as approved by advisor
- Remaining credit hours chosen from Spanish topics, colloquium, and literature courses

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**Minor in French, German, Russian, or Spanish Language****Requirements**

- 24 credit hours with grades of C or better in courses taught in the foreign language with 12 credit hours at the 300 level or above; or a total of 18 credit hours at the 300 level or above. At least 12 credit hours must be unique to the minor.

**Minor in Japanese Language****Requirements**

- 24 credit hours with grades of C or better with 6 credit hours at the 300 level or above; at least 12 credit hours must be unique to the minor.

**Minor in Russian Studies****Requirements**

- LFS-200/LFS-200G Russia and the United States 3:2 (3)
- 15 credit hours with grades of C or better in Russian studies from course offerings in at least three different departments. Nine of these 15 credit hours must be at the 300 level or above. At least 12 credit hours must be unique to the minor.

**B.A. in Foreign Language and Communication Media****Admission to the Program**

Students are admitted either to the School of Communication or to the Department of Language and Foreign Studies of the College of Arts and Sciences.

**Program Tracks**

French, German, Russian, or Spanish combined with Broadcast Journalism, Print Journalism, Public Communication, or Visual Media

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 54 credit hours with grades of C or better
- Prerequisite competency in the major language at the intermediate level

**Course Requirements**

- COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
- COMM-200 Writing for Mass Communication (3)
- Three communication and media studies courses from the School of Communication
- Two approved courses related to any contemporary culture
- One of the following:  
ANTH-225/ANTH-225G Language and Human Experience 1:2 (3)  
ANTH-254 Language and Culture (3)
- TESL-5xx linguistics course as approved by advisor
- Five professional courses in one of the four communication program tracks: broadcast journalism, print journalism, public communication, or visual media
- 15 credit hours of courses in the major language at the 300 level or above taken in the Department of Language and Foreign Studies

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**B.A. in Language and Area Studies**

The B.A. in Language and Area Studies is designed for students with a strong interest in a region of the world and in a language of that region. This innovative program achieves a balance between humanities and social sciences courses, combined with an advanced level of foreign language study. The program, jointly designed and administered by the College of Arts and Sciences (CAS) and the School of International Service (SIS), builds on the strengths of the CAS Department of

Language and Foreign Studies (LFS) and the SIS field of Comparative and Regional Studies.

**Admission to the Program**

To be considered for freshman admission, an applicant should have earned at least a 3.00 average in secondary school. Students from other regionally accredited collegiate institutions, and students in other programs at American University who have completed the freshman year, should maintain a cumulative grade point average of 3.00 (on a 4.00 scale) to be considered for transfer to the program.

**Majors**

French/Europe, German/Europe, Russian/Area Studies, or Spanish/Latin America

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course from an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 51 credit hours with grades of C or better
- Proficiency in the appropriate foreign language demonstrated by achieving a B (3.00) average or better for all course work in the foreign language taken in the Department of Language and Foreign Studies.

Students may, where appropriate, and with Faculty Advisory Committee approval, select special topics courses to fulfill requirements. Student may also apply up to 3 credit hours toward the major from an approved internship or cooperative education field experience. Study abroad course credits may be used toward the major with the approval of the Faculty Advisory Committee.

**Course Requirements****Foundation Courses (9 credit hours)**

- SIS-105/SIS-105G World Politics 3:1 (3)
- One intercultural communication course from the following:  
SIS-140/SIS-140G Cross Cultural Communication 3:1 (3)  
SIS-340 Foundations of International Communication (3)  
SIS-341 Intercultural Communication (3)
- One comparative politics course from the following:  
GOVT-130/GOVT-130G Comparative Politics 3:1 (3)  
GOVT-231 Third World Politics (3)  
GOVT-232 Politics of Post industrial Societies (3)

**Foreign Language Courses (18 credit hours)**

- 18 credit hours of course work in a single foreign language at the 300 level or above.

**Area Studies (21 credit hours)**

- 15 credit hours, with 12 credit hours at the 300 level or above, in humanities courses, including 3 credit hours from the Department of History (HIST-xxx) and an additional 3 credit hours of course work with a strong historical component, from the following. Other appropriate area studies courses may be substituted with the approval of the major advisor.

*French/Europe*

- ARTH-101 European Art: Renaissance to the Present (3)  
 FREN-324 *Civilisation Française I* (3)  
 FREN-325 *Civilisation Française II* (3)  
 FREN-326 French Topics (3)  
 FREN-327 *Le Français Commercial* (3)  
 FREN-328 French Translation: Concepts and Practice (3)  
 FREN-365 *Les Registres du Français* (3)  
 FREN-432 *Le Siècle des Lumières* (3)  
 FREN-433 *Le Romantisme* (3)  
 FREN-434 *Le Réalisme* (3)  
 FREN-435 *Littérature Contemporaine* (3)  
 PHIL-311 Modern European Movements (3)

*German/Europe*

- ARTH-101 European Art: Renaissance to the Present (3)  
 GERM-336 German Topics (3)  
 GERM-338 Introduction to German Translation (3)  
 GERM-432 Studies in German Film (3)  
 GERM-433 German Lyric Poetry (3)  
 GERM-438 German Civilization I (3)  
 GERM-439 German Civilization II (3)  
 HIST-239 Modern Germany since 1848 (3)  
 HIST-318 Nazi Germany (3)  
 LFS-230/230G The Modernist Explosion: Culture and Ideology in Europe (3)  
 PHIL-311 Modern European Movements (3)

*Russian/Area Studies*

- HIST-225/HIST-225G Russia: Past and Present 3:2 (3)  
 HIST-230 Early Russian History, 988–1700 (3)  
 HIST-231 Imperial Russia, 1700–1917 (3)  
 HIST-232 Twentieth Century Russia (3)  
 HIST-345 Russian Studies (3) (topics)  
 LIT-367 Russian and Soviet Literature (3)  
 LIT-368 Dostoyevsky and Tolstoy (3)  
 RUSS-347 Introduction to Russian Literature (3)  
 RUSS-441 Russian Media and Political Translation (3)  
 RUSS-543 Russian Classics (3)  
 RUSS-548 Topics in Russian Studies (3)

*Spanish/Latin America*

- HIST-241 Colonial Latin America (3)  
 HIST-242 Latin America since Independence (3)  
 HIST-340 Latin American Studies (3) (topics)

**LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)**

- SPAN-356 Spanish Topics (3)  
 SPAN-357 Introduction to Latin American Literature (3)  
 SPAN-358 Introduction to Spanish Translation (3)  
 SPAN-359 Advanced Spanish Translation (3)  
 SPAN-450 Spanish Civilization I: Spain (3)  
 SPAN-451 Spanish Civilization II: Latin America (3)  
 SPAN-491 Spanish Internship: *Proyecto Amistad* (2–6)  
 SPAN-554 Classics of Latin American Literature (3)  
 SPAN-559 Colloquium on Latin America (3)

- 6 credit hours of course work in social science courses, selected from the following. Other appropriate area studies courses may be substituted with the approval of the major advisor.

*French/Europe*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-318 Economic History (3)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 GOVT-232 Politics of Postindustrial Societies (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries (3) (topics)  
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)  
 SIS-331 Overview of the European Union (3)  
 SIS-355 The Relations of West European Nations (3)  
 SIS-530 Colloquium on the Common Market (3)  
 SIS-557 Foreign Policy Formulation in West European States (3)

*German/Europe*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-318 Economic History (3)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 GOVT-232 Politics of Postindustrial Societies (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries (3) (topics)  
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)  
 HIST-239 Modern Germany since 1848 (3)  
 HIST-318 Nazi Germany (3)  
 SIS-331 Overview of the European Union (3)  
 SIS-355 The Relations of West European Nations (3)  
 SIS-530 Colloquium on the Common Market (3)  
 SIS-551 Economy, Politics and Society in Europe (3)  
 SIS-557 Foreign Policy Formulation in West European States (3)

*Russian/Area Studies*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-318 Economic History (3)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)

- ECON-552 Economics of Transition (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries: Former USSR (3)  
 GOVT-532 Political Institutions and Processes in Selected Regions: Eastern Europe (3)  
 HIST-225/HIST-225G Russia: Past and Present 3:2 (3)  
 HIST-230 Early Russian History, 988–1700 (3)  
 HIST-231 Imperial Russia, 1700–1917 (3)  
 HIST-232 Twentieth Century Russia (3)  
 HIST-345 Russian Studies (3) (topics)  
 LFS-200/LFS-200G Russia and the United States 3:2 (3)  
 SIS-258 Contemporary Russia (3)  
 SIS-381 Foreign Policies of the Great Powers (3)  
 SIS-558 Authoritarianism and Democracy in Russia (3)

#### *Spanish/Latin America*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 ECON-318 Economic History (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries (3) (topics)  
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)  
 HIST-241 Colonial Latin America (3)  
 HIST-242 Latin America since Independence (3)  
 HIST-340 Latin American Studies (3) (topics)  
 SIS-276 Contemporary Latin America (3)  
 SIS-337 International Development (3)  
 SIS-577 International Relations of the Americas (3)  
 SOCY-531 Regional Studies in Social Change: Latin America (3)

#### **Senior Capstone (3 credit hours)**

- Students enroll either in an SIS comparative seminar or in an approved topics or seminar course in Language and Foreign Studies

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

#### **Minor in Language and Area Studies**

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- 12 credit hours in the Department of Language and Foreign Studies at the 200 level or above, including two courses at the 300 level.

- 12 credit hours selected from an approved list of courses in area studies

Courses include those from anthropology (ANTH-xxx), economics (ECON-xxx), history (HIST-xxx), international studies (SIS-xxx), literature (LIT-xxx), or sociology (SOCY-xxx); one 3-credit course must be at the 300 level or above from SIS; one 3-credit course must be from history.

- Areas offered:

French/Europe, German/Europe, Russian/Area Studies, Spanish/Latin America; see list of approved courses for major in Language and Area Studies, above.

Japanese/Asia: consult LAS degree program advisor for approval of courses for this minor.

#### **Undergraduate Certificate in Translation**

Students receive an Undergraduate Certificate in French, German, Russian, or Spanish by completing 15 credit hours of course work according to the sequence required for their particular language. All courses taken in the Department of Language and Foreign Studies toward the certificate may be used by undergraduates toward departmental majors or minors in the same language.

The emphasis of this program is on translation into English. This certificate program provides students with an academic grounding in translation theory and practice. Students interested in obtaining further translation credentials are encouraged to discuss their options with the appropriate language advisor.

For core courses to count toward the certificate, students must receive a grade of B or better; for elective courses, a grade of C or better is required. For non-core courses, students complete an additional translation project beyond the normal course requirements and must receive a satisfactory evaluation for their project. Students will only be permitted to do these translation projects after having completed at least one of the first two core courses.

#### **Admission to the Program**

Open to all students who have completed the appropriate 300-level Conversation and Composition II or Advanced II language course, or equivalent. Equivalency is determined in consultation with faculty advisor. Students whose native language is not English must meet university requirements for English competency (minimum TOEFL score of 600). Before commencing the program, students should consult the appropriate advisor in the Department of Language and Foreign Studies to plan out their program of study.

#### **French Translation Certificate**

##### **Course Requirements**

###### *Core*

- FREN-328 French Translation: Concepts and Practice (3)
- FREN-329 French Translation Workshop (3)
- At least one of the following:  
 FREN-327 *Le Français Commercial* (3)

FREN-365 *Les Registres du Français* (3)

FREN-430 *Syntaxe et Style du Français* (3)

#### *Electives*

- Two courses selected from the other core courses or from offerings in French at the level of FREN-326 or above.

## **German Translation Certificate**

#### **Course Requirements**

##### *Core*

- GERM-338 Introduction to German Translation (3)
- GERM-339 Business German (3)

##### *Electives*

- Three courses selected from offerings in German at the level of GERM-336 or above

## **Russian Translation Certificate**

#### **Course Requirements**

##### *Core*

- RUSS-441 Russian Media and Political Translation (3)
- RUSS-443 Russian Business Translation (3)
- One of the following
  - RUSS-546 Russian Advanced Grammar and Composition I (3)
  - RUSS-547 Russian Advanced Grammar and Composition II (3)

##### *Electives*

- Two courses selected from the other core course or from offerings in Russian at the level of RUSS-347 or above.

## **Spanish Translation Certificate**

#### **Course Requirements**

##### *Core*

- SPAN-358 Introduction to Spanish Translation (3)
- SPAN-359 Advanced Spanish Translation (3)
- One of the following
  - SPAN-361 Introduction to Spanish Linguistics (3)
  - SPAN-356 Spanish Topics: Applied Spanish Linguistics (3)
  - Advanced Spanish Grammar and Composition (3)

##### *Electives*

- Two courses selected from the other core courses or from offerings in Spanish at the level of SPAN-356 or above.

## **M.A. in Spanish: Latin American Studies**

#### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants should be proficient in Spanish, familiar with the culture, and normally hold a B.A. in Spanish. Both part-time and full-time students are welcome in the program. Applicants are required to submit a sample of written work in Spanish as part of their formal application to the program.

#### **Degree Requirements**

- 33 credit hours of approved graduate work, of which at least 21 credit hours must be in courses taught in Spanish. Course work includes 21 credit hours of core requirements and 12 credit hours in a field of concentration.
- Thesis option: Students complete 6 credit hours of SPAN-797 Master's Thesis Seminar as part of their concentration. Non-thesis option: Students complete two offerings of SPAN-705 or one offering of SPAN-705 plus a research project in any approved course within Spanish: Latin American Studies in LFS, with grades of B or better.
- Comprehensive examination: A two-part written comprehensive exam, one part in Spanish, one part in either Spanish or English. The core is covered in the first part and the field of concentration in the second. The comprehensive examination is given twice a year, toward the end of each semester.

#### **Course Requirements**

##### **Core Courses (21 credit hours)**

- SPAN-705 Seminar in Spanish and Latin American Studies (3)
- One course in Latin American literature and culture from the following
  - SPAN-554 Classics of Latin American Literature (3)
  - SPAN-656 Spanish Topics (3) (topic emphasizing literature or culture)
  - SPAN-705 Seminar in Spanish and Latin American Studies (3) (topic emphasizing literature or culture)
- One course from the following
  - SPAN-656 Spanish Topics (approved language-related topic)
  - SPAN-658 Introduction to Spanish Translation (3)
  - SPAN-661 Introduction to Spanish Linguistics (3)
- One course in Latin American history, politics, international relations, or economics from the following:
  - GOVT-532 Political Institutions and Processes in Selected Regions (3) (Latin American topics)
  - HIST-640 Latin American Studies (3)
  - SIS-577 International Relations of Latin America (3) or other approved course
- Two electives from Spanish: Latin American offerings in the Department of Language and Foreign Studies
- Elective (3)

##### **Field of Concentration (12 credit hours)**

- Students construct a field of concentration, in consultation with an advisor, in one of the following areas:
  - Related studies (e.g., economics, history, international studies, communication, public affairs)
  - Literature and culture
  - Language teaching

Linguistics, language, and translation (Students can also complete a Graduate Certificate in Spanish Translation.)

Co-ops and internships are encouraged and are normally credited within the field of concentration. They are usually taken pass/fail and can be done either locally (through SPAN-691 *Proyecto Amistad*) or abroad. A maximum of 3 credit hours of co-op or internship can be applied to the degree.

*Note:* Study abroad opportunities are available. Participants may earn up to 9 approved graduate credit hours abroad. These credit hours can be applied either to the core or the field of concentration (or both), as appropriate and as approved by an advisor.

## **Graduate Certificate in Translation**

Students receive a Graduate Certificate in French, Russian, or Spanish by completing 15 credit hours of course work according to the required sequence for the particular language. All courses taken in the Department of Language and Foreign Studies toward the certificate may be used by graduate students toward the master's degree in the same language.

The emphasis of this program is on translation into English. This certificate program provides students with an academic grounding in translation theory and practice. Students interested in obtaining further translation credentials are encouraged to discuss their options with the appropriate language advisor.

For core courses to count toward the certificate, students must receive a grade of B or better. For non-core courses, students complete an additional translation project beyond the normal course requirements and must receive a satisfactory evaluation for their project. Students will only be permitted to do these translation projects after having completed at least one of the first two core courses. Students must have an overall 3.00 grade point average in certificate courses in order to be awarded the certificate.

### **Admission to the Program**

Open to students who have a bachelor's degree. If the undergraduate degree is not in the language for which they wish to obtain a certificate, students must have completed the appropriate 300-level Conversation and Composition II or Advanced II language course, or equivalent. Equivalency is determined in consultation with the faculty advisor. Students whose native language is not English must meet university requirements for English competency (minimum TOEFL score of 600). Before commencing the program, students should consult the appropriate advisor in the Department of Language and Foreign Studies to plan their program of study.

## **French Translation Certificate**

### **Course Requirements (15 credit hours)**

#### *Core*

- FREN-628 French Translation: Concepts and Practice (3)
- FREN-629 French Translation Workshop (3)
- One of the following:  
FREN-627 *Le Français Commercial* (3)  
FREN-630 *Syntaxe et Style du Français* (3)  
FREN-665 *Les Registres du Français* (3)

#### *Electives*

- Two courses selected from the other courses on the core course list or from offerings in French at the 500 level or above.

## **Russian Translation Certificate**

### **Course Requirements (15 credit hours)**

#### *Core Courses*

- RUSS-641 Russian Media and Political Translation (3)
- RUSS-643 Russian Business Translation (3)
- One of the following:  
RUSS-546 Russian Advanced Grammar and Composition I (3)  
RUSS-547 Russian Advanced Grammar and Composition II (3)

#### *Elective Courses*

- Two courses may include the other course on the core course list or be selected from offerings in Russian at the 500 level or above.

## **Spanish Translation Certificate**

### **Course Requirements (15 credit hours)**

#### *Core*

- SPAN-658 Introduction to Spanish Translation (3)
- SPAN-659 Advanced Spanish Translation (3)
- One of the following:  
SPAN-656 Spanish Topics (approved language-related topic)  
SPAN-661 Introduction to Spanish Linguistics (3)

#### *Electives*

- Two courses selected from the other core courses or from offerings in Spanish at the 500 level or above.

# Liberal Studies

## B.A. in Liberal Studies

This program is designed for students eight years or more out of high school who seek a flexible degree program that encourages them to bring together their personal and professional goals in the design of their academic major. The major encourages students to combine liberal arts studies with a specialization. Specializations are available in any of the minors offered by American University.

### Admission to the Program

After admission, students submit a written proposal stating their core interests, along with a 300-word essay explaining their goals and the relationship among chosen areas and courses.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course from each of the five curricular areas in an approved sequence
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 42–48 credit hours with grades of C or better

The major consists of a 24 credit hour core area and an 18–24 credit hour specialization, both of which offer a number of structured alternative choices.

#### Core Area

- 24 credit hours chosen from fields of study in one of three core areas: the humanities, the social sciences, or sciences/mathematics.

The core area must include course work in four fields of study: 6 credit hours are to be taken in each field; at least 3 credit hours in each of the four fields must be earned in a course at the 300 level or higher. For students taking the Sciences/Mathematics core, a minimum of 6 credit hours in total must be taken in courses at the 300 level or higher. No more than three courses taken for General Education credit may also count toward core area requirements. Six of the eight courses taken to fulfill the core area must be offered by the College of Arts and Sciences.

### Fields of Study by Core Area

Humanities	Social Sciences
Art	American Studies
Art History	Anthropology
Foreign Language	Communication (designated courses) *
Jewish Studies	Economics
Literature	Education
Performing Arts	(designated courses) *
Philosophy	History
Religion	Political Science
	Psychology (designated courses) *
	Sociology

### Sciences/Mathematics

Biology
Chemistry
Computer Science
Information Systems
Mathematics
Physics
Psychology (designated courses)*
Statistics

\* Designated courses: academic counselors will provide students with a list of approved courses.

#### Specialization

In addition to the core area courses, students in the Bachelor of Arts in Liberal Studies program are required to complete 18–24 credit hours in a specialization chosen from the list of university-approved minors. Note: if the minor taken for the specialization requires 24 or more credit hours, students may request reducing their core requirements from 24 to 21 credit hours. However, the core must still include at least 18 credit hours offered by the College of Arts and Sciences.

Students may select a specialization that complements their core area, or they may choose a specialization that is a new area of study. In all cases the student is encouraged to design a core area and a specialization that reflects the student's particular interests and goals.

Requirements for the specialization in the Bachelor of Arts in Liberal Studies degree are met when a student completes the requirements for a minor approved for the program. No more than two courses taken for General Education credit may be applied to a student's specialization. See Fields of Study in the Undergraduate Study chapter for a list of university minors currently approved for this program.

# Literature

---

**Chair** Charles R. Larson

**Full-Time Faculty**

**Professor Emeritus/a** P. Han, J.J. Jorgens, F. L. Kelly, E.L. Kessler, F. H. King, J.N. Radner, J.A. Roberts, H.S. Taylor, F. Turaj, F.E. Zapatka

**Distinguished Professor** B.T. Bennett

**Professor** C.R. Larson, J. Loesberg, R. McCann, K.W. Moyer, K. Mussell, R. Rubenstein, M. Sklarow

**Associate Professor Emeritus** A.P. Bean, W.E. Stahr

**Associate Professor** K. Leonard, M. Noble,

D.C. Payne Fisk, D. Pike, R. Sha

**Assistant Professor** E. Levy, M. Menon, J. Middents, A. Sherman, M. Sulak, M. Wenth

**Visiting Assistant Professor** A. Berry, E. Dussere, D.

Makachuk, T. McGann, E. Poliner

**Fiction Writer in Residence** D. Orenstein

**Instructor** C. Bair Van Dam, C. Cox, R. Drummond, J. Elderkin, A. Harbin, L. Johnson, P. Joyner, J. McCarthy, G. Moormau, V. Murphy, R. Noble, P. Reichler, A. Tarnashsky, K. Wilson, L. Wootton Don

Concerned with the study of literature, writing, and film, the Department of Literature offers courses that embrace many approaches to the rich heritage of written, oral, and cinematic tradition, as well as courses that challenge students to write creatively and professionally. In addition to taking courses, our students are encouraged to enroll in internships to sample careers that use the skills they are developing in the classroom. Washington affords a wide range of job opportunities (many involving writing or editing) in settings such as arts organizations, radio and television, government offices, public interest organizations, museums, schools, and community groups.

The department's faculty of scholars and writers staff three degree programs in literature: the B.A. and M.A. in Literature and the M.F.A. in Creative Writing. All three programs offer students the chance to study literature, film, criticism and creative writing; all are small and flexible programs that bring students and faculty into close contact in small classes and informal gatherings and colloquia. The M.A. program provides an overview of the literary history of our culture in addition to a series of seminars on theoretical topics in which students and faculty together consider what constitutes the discipline of literary criticism. The M.F.A. in Creative Writing program includes work in fiction, poetry, and creative nonfiction, workshops with distinguished visiting writers; internships; and course work in literature and in the arts of translation and literary journalism. It also offers students opportunities to give public readings, to meet with editors and publishers, and to produce a nationally known literary magazine.

In addition, the department offers an interdisciplinary minor in Cinema Studies which combines course work in cinema,

video criticism and history and takes advantage of the impressive film resources of the Washington area.

**The Visiting Writers Series**

Each semester, the department sponsors public readings by prominent poets, fiction writers, and editors. These visitors also conduct workshops for graduate and undergraduate creative writing students. Visiting writers have included Mark Doty, Allan Gurganus, Tillie Olsen, Andrew Holleran, Hannan al-Shaykh, A.J. Verdelle, Richard Selzer, Richard Rodriguez, Yusef Korniyakas, Marie Howe, Michael Cunningham, Marilyn Nelson, Li-Young Lee, Amy Bloom, and Maril Suri. Distinguished Writers in Residence have included Jean Valentine, Marilyn Hacker, Jon Silkin, Pablo Medina, and Alice McDermott.

## B.A. in Literature

---

**Admission to the Program**

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and departmental approval.

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 42 credit hours with grades of C or better, with at least 21 credit hours at the 300 level or above

**Course Requirements**

- LIT-105/LIT-105G The Literary Imagination 1:1 (3)  
or  
LIT-120/LIT-120G Interpreting Literature 1:1 (3)
- LIT-480 Senior Project in Literature (3)
- LIT-498 Senior Seminar on the Value of Literature (3)
- Three survey courses from the following with at least one of LIT-210 or LIT-220:  
LIT-150/LIT-150G Third World Literature 3:1 (3)  
LIT-210 Survey of American Literature I (3)  
LIT-211 Survey of American Literature II (3)  
LIT-220 Survey of British Literature I (3)  
LIT-221 Survey of British Literature II (3)  
LIT-225/LIT-225G The African Writer 1:2 (3)  
LIT-235/LIT-235G African-American Literature 2:2 (3)

**LIT-240/LIT-240G Asian American Literature 2:2 (3)**

- Four courses in literature written before 1900, of which at least two must be in literature written before 1800
- One of the following:  
LIT-215/LIT-215G Writers in Print/in Person 1:2  
creative writing course  
300-level cinema course
- Three additional courses offered or approved by the Department of Literature

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill Honors requirements for University Honors in Literature, students may enroll in Literature Honors Colloquia with literary topics, or may arrange an Honors supplement to a regular course or an Honors independent study in Literature. All students complete a two-semester Honors sequence in Senior Seminar and Senior Honors Thesis. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**Minor in Literature**

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

**Course Requirements**

- LIT-105/LIT-105G The Literary Imagination 1:1 (3) or LIT-120/LIT-120G Interpreting Literature 1:1 (3)
- One course from the following:  
LIT-150/LIT-150G Third World Literature 3:1 (3)  
LIT-210 Survey of American Literature I (3)  
LIT-211 Survey of American Literature II (3)  
LIT-220 Survey of British Literature I (3)  
LIT-221 Survey of British Literature II (3)  
LIT-225/LIT-225G The African Writer 1:2 (3)  
LIT-235/LIT-235G African-American Literature 2:2 (3)  
LIT-240/LIT-240G Asian American Literature 2:2 (3)
- 12 credit hours in literature; at least 9 credit hours must be at the 300 level or above. Only one course in creative writing and one course in film may be counted toward the minor, or if no creative writing course is used, two film courses may be counted.

**Minor in Literature: Cinema Studies**

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

**Course Requirements**

- COMM-105/COMM-105G Visual Literacy 1:1 (3)
- LIT-135/LIT-135G Critical Approach to the Cinema 1:1 (3)
- 12 credit hours from the following:  
LIT-346 Topics in Film (3) may be repeated up to four times with different topics

**LIT-402 Creative Writing Film Script (3)**

- 6 credit hours from the following:  
COMM-330 Principles of Photography (3) and

COMM-331 Film and Video Production I (3)

COMM-511 History of Documentary (3)

COMM-512 Social Documentary (3)

COMM-517 History of Cross-Cultural Cinema (3)

COMM-520 History of Animation (3)

COMM-558 Survey of American Cinema (3)

COMM-586 History of Czech Cinema (3) (study abroad)

**Combined B.A. and M.A. in Literature**

The program enables students to complete both the B.A. and the M.A. in Literature in five years of full-time study.

**Admission to the Program**

Undergraduate literature majors ordinarily apply at the end of their junior year, but they should consult with the M.A. program director prior to applying. Admission decisions follow the procedures used to evaluate graduate applicants to the M.A. in Literature. The Graduate Record Examination (GRE) is required. Students will be admitted formally to M.A. status only if they have completed all requirements for the B.A. in Literature with at least an overall 3.00 grade point average and a 3.20 grade point average in literature courses.

**Requirements**

- All requirements for the B.A. in Literature
- Undergraduate students may apply 6 credit hours of approved 500-level course work in literature to satisfy the requirements of both degrees.
- All requirements for the M.A. in Literature, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

**M.A. in Literature****Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants should have a grade point average of 3.00 (on a 4.00 scale) in undergraduate literature courses. The Graduate Record General Examination is required. An undergraduate major in literature is desirable, but applications from candidates who have majored in other fields will also be considered, provided that substantial study of literature has been done. Two letters of recommendation and a sample of critical writing are required. Part-time as well as full-time students are welcome in the program.

**Degree Requirements**

- 36 credit hours of approved graduate work with at least 18 credit hours in 500- or 700-level courses
- A written comprehensive examination based primarily on literature taught in M.A. seminars and other literature courses

**Course Requirements**

- 6 credit hours from the following  
LIT-521 Readings in Genre: Poetry (3)  
LIT-522 Readings in Genre: Drama (3)  
LIT-523 Readings in Genre: Novel (3)
- 21 graduate credit hours in literature, with at least 9 credit hours at the 700 level

**Teaching**

- LIT-730 Teaching of Writing (3)
- LIT-731 Teaching of Writing Practicum (3)
- an approved graduate course in literature, education, linguistics, or anthropology (3)

**Pre-doctoral**

- LIT-732 Literary Theory (3)  
*and*

LIT-793 Directed Research in Literature (3) plus another 700 level course in literature

*or*

LIT-797 Master's Thesis Seminar (6)

*or*

6 credit hours in literature at the 700 level

**General**

- 9 additional graduate credit hours in literature
- Interdisciplinary
- 9 graduate credit hours in another department or departments in a individually-designed program of study as approved by the M.A. program director

**M.F.A. in Creative Writing****Admission to the Program**

Applicants must meet the minimum university requirements for graduate study. An undergraduate major in literature is desirable, but applications from candidates who have majored in other fields will be considered. Admission is based on samples

of previous writing (30 pages of fiction or 15 pages of poetry), academic record, and two letters of recommendation.

**Degree Requirements**

- 48 credit hours of approved graduate work
- Advancement to candidacy is automatic on admission to the program, but subject to yearly review
- A book-length manuscript of fiction, poetry, or drama, to be approved by the creative writing faculty
- One oral examination on the candidate's manuscript: its merits, characteristics, and relations to the works of others

**Course Requirements**

- 12 credit hours in writing workshops:  
LIT-700 Advanced Fiction Workshop (3)  
LIT-701 Advanced Poetry Workshop (3)  
LIT-702 Creative Writing: Film Script (3)
- Students may concentrate on one genre or work in several
- 12 credit hours in literature courses selected from among the regular graduate level literature offerings of the department
- LIT-705 Seminar on Translation (3)
- LIT-710 Art of Literary Journalism (3)
- LIT-691 Graduate Internship (6)

Possible internship sites include the Writer's Center in Bethesda, the Folger Shakespeare Library, the Library of Congress, the Writers-in-the-Schools programs, and affiliations with in-house and trade publishers.

- 6 credit hours from the following  
Additional writing workshops, offered at American University or elsewhere  
Additional courses in literature, cinema studies, or performing arts  
With the approval of an advisor, courses in foreign languages, journalism, or in any other discipline which seems germane to the individual student's interest and consistent with the objectives of the program
- 6 credit hours of LIT-797 Master's Thesis Seminar

**Mathematics and Statistics****Chair** Jeffrey Hakim**Full-time Faculty**

**Professor Emeritus** D.S. Crosby, R.A. Holzsager,  
B.P. Korin, H.M. Rosenblatt, S.H. Schot

**Professor** S. Casey, A. Enayat, M.W. Gray, J. Hakim, R.W. Jernigan, D. Kalman, J. Nolan

**Associate Professor Emeritus** A.M. Barron, L.J. Crone, E.B. McCue

**Associate Professor** L.L. Chang, V.E. Stallings, F. Van Dyke

**Assistant Professor Emerita** C.T. Machlin

**Assistant Professor** A. Elezi, M. Jackson, J. Lansky, L. Liu, J. Lu, E. Malloy, E. Valaitis

**Instructor** J. Anderson, I. Izmirli, W. Sharabati, F. Gavilanez

Mathematics may be studied as an intellectual discipline for its own sake or as a professional tool for application to the problems of other disciplines. Majors in mathematics receive firm grounding in the theory and techniques of algebra, analysis, and other fields as a basis for further work in pure or applied mathematics and for graduate studies. The major in applied mathematics offers training in mathematical problem-solving techniques with a reduced emphasis on abstract theory. This program is not as firm a foundation for graduate work as the

mathematics major, but is tailored to the student who will need to apply mathematical, statistical, and computer methods to practical problems. Undergraduates majoring in mathematics may choose to take a second major in secondary school teaching.

Statistics is concerned with the collection, organization, analysis, interpretation, and presentation of numerical data. The science of statistics is a broad and challenging field. Its breadth can be seen in the way its ideas and techniques have found application in almost every field of study. Statistics has contributed organizational and analytical techniques that provide new insights in fields that range from the physical and life sciences to business, law, history, literature, and the social sciences.

Undergraduate students majoring in statistics have two tracks available. Those who intend to continue with graduate work in statistics or those with an interest in the theory of statistical methods should follow the sequence for mathematical statistics, which requires a strong background in mathematics. Students wishing an emphasis in the use of statistical techniques should follow the sequence for applied statistics. This track is especially appropriate as a secondary emphasis for students who have a strong interest in a field of application.

The Department of Mathematics and Statistics combines the resources and knowledge of these related disciplines. This enables the department to offer unusually varied and flexible programs. A student with an interest in the mathematical sciences may choose a program within the department and later change his or her emphasis without a great loss of time because the programs share a common core.

The university's Washington, D.C. location affords the student access to many governmental, cultural, scientific, and historical institutions. These institutions serve as an important research resource. In addition, they are a source of full-time and part-time employment opportunities for students with a firm grounding in the mathematical sciences.

## B.S. in Applied Mathematics

---

### Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 57 credit hours with grades of C or better

### Course Requirements

- CSC-280 Introduction to Computer Science I (4)
- CSC-281 Introduction to Computer Science II (3)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-313 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-321 Differential Equations (3)
- MATH-501 Probability (3)
- MATH-550 Complex Analysis (3)
- MATH-551 Partial Differential Equations (3)
- MATH-560 Numerical Analysis: Basic Problems (3)
- STAT-502 Introduction to Mathematical Statistics (3)
- Three additional mathematics electives, to be selected in consultation with the student's advisor

### Related Courses

- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)
- or alternative science courses approved by advisor

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## B.S. in Mathematics

---

### Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

Students who wish to obtain credentials for teaching grade 7-12 mathematics may take a 36-credit hour second major. Students must have a 3.00 grade point average to be admitted to the second major in secondary education. For information on admission and program requirements, see the School of Education, Teaching and Health secondary education programs.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 52 credit hours with grades of C or better

Students who elect a second major in secondary school mathematics teaching take a total of 53 credit hours for the mathematics major (see course requirements below)

**Course Requirements**

- CSC-280 Introduction to Computer Science I (4)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-313 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-500 Advanced Calculus (3)
- MATH-512 Introduction to Modern Algebra I (3)
- MATH-513 Introduction to Modern Algebra II (3)
- MATH-520 Introduction to Analysis I (3)
- MATH-521 Introduction to Analysis II (3)
- Three courses selected from the following:  
MATH-321 Differential Equations (3)  
MATH-501 Probability (3)  
MATH-505 Mathematical Logic (3)  
MATH-508 Automata, Languages and Computability (3)  
MATH-510 Geometry (3)  
MATH-515 Number Theory (3)  
MATH-540 Topology (3)  
MATH-550 Complex Analysis (3)  
MATH-551 Partial Differential Equations (3)  
MATH-560 Numerical Analysis: Basic Problems (3)  
MATH-570 History of Mathematics (3)  
MATH-601 Harmonic Analysis (3)  
STAT-502 Introduction to Mathematical Statistics (3)

- Three courses in a field of application, to be selected in consultation with the advisor. This requirement may be waived for students with more than one major in this department.

**Mathematics Majors with a Second Major in Secondary Education****Course Requirements**

- CSC-280 Introduction to Computer Science I (4)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-313 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-500 Advanced Calculus (3)

- MATH-501 Probability (3)
- MATH-510 Geometry (3)
- MATH-512 Introduction to Modern Algebra I (3)
- MATH-585 Mathematics Education (3)
- STAT-202 Basic Statistics (4)
- STAT-502 Introduction to Mathematical Statistics (3)
- Two courses selected from the following:

- MATH-321 Differential Equations (3)
- MATH-505 Mathematical Logic (3)
- MATH-515 Number Theory (3)
- MATH-540 Topology (3)
- MATH-550 Complex Analysis (3)
- MATH-551 Partial Differential Equations (3)
- MATH-560 Numerical Analysis: Basic Problems (3)
- MATH-570 History of Mathematics (3)
- MATH-601 Harmonic Analysis (3)

- Two courses in a field of application, to be selected in consultation with the advisor. This requirement may be waived for students with more than one major in this department.

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

**B.S. in Statistics****Admission to the Program**

Formal admission to the major requires a cumulative grade point average of 2.00 (on a 4.00 scale) and departmental approval.

**Tracks**

Mathematical Statistics and Applied Statistics

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- Mathematical Statistics: 47 credit hours with grades of C or better

- Applied Statistics: 54–55 credit hours with grades of C or better

### **Course Requirements**

#### **Mathematical Statistics**

- CSC-280 Introduction to Computer Science I (4)
- MATH-221 Calculus I (4)
- MATH-222 Calculus II (4)
- MATH-313 Calculus III (4)
- MATH-310 Linear Algebra (3)
- MATH-501 Probability (3)
- STAT-202 Basic Statistics (4)
- STAT-502 Introduction to Mathematical Statistics (3)
- STAT-515 Regression (3)
- STAT-516 Design of Experiments (3)
- Four additional courses at or above 300 in the department, of which two must have the prefix STAT (STAT-514 cannot be used and STAT-300 and STAT-302 cannot both be used) as approved by an advisor. CSC-281 may substitute for a course with a prefix of MATH.

#### **Applied Statistics**

- CSC-280 Introduction to Computer Science I (4)
- MATH-211 Applied Calculus I (4) *and* MATH-212 Applied Calculus II (3)  
*or*  
MATH-221 Calculus I (4) *and* MATH-222 Calculus II (4)
- MATH-310 Linear Algebra (3)
- MATH-501 Probability (3)
- STAT-202 Basic Statistics (4)
- STAT-300 Business and Economic Statistics (3)  
*or*  
STAT-302 Intermediate Statistics (3)
- STAT-502 Introduction to Mathematical Statistics (3)
- STAT-515 Regression (3)
- STAT-516 Design of Experiments (3)
- Two additional courses selected from the department as approved by a student's advisor
- At least five additional courses in a related field, as approved by an advisor. The courses may be selected from more than one teaching unit, but must have a common theme or subject area in which statistics are applied.

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

### **Special Opportunities**

- The department employs undergraduates in its tutoring lab and the computer labs.
- The department offers a limited number of undergraduate book scholarships.

### **Minor in Mathematics**

- 19 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### **Course Requirements**

- MATH-310 Linear Algebra (3)
- MATH-221 Calculus I (4) *and* MATH-222 Calculus II (4)  
*or*  
MATH-211 Applied Calculus I (4) *and* MATH-212 Applied Calculus II (3)
- Three additional courses numbered MATH-313 or above or STAT-202 or above, with at least two courses at the 300 level or above

### **Minor in Quantitative Methods**

- 20 credit hours with grades of C or better and with at least 12 credit hours unique to the minor

### **Course Requirements**

- CSC-280 Introduction to Computer Science I (4)
- MATH-310 Linear Algebra (3)
- MATH-221 Calculus I (4) *and* MATH-222 Calculus II (4)  
*or*  
MATH-211 Applied Calculus I (4) *and* MATH-212 Applied Calculus II (3)
- Two courses in statistics numbered STAT-3xx or above: Students may select only one of STAT-300 Business and Economic Statistics, STAT-302 Intermediate Statistics, or STAT-514 Statistical Methods for credit toward the minor.

### **Minor in Statistics**

- 20 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### **Course Requirements**

- MATH-221 Calculus I (4) *or*  
MATH-211 Applied Calculus I (4)
- STAT-202 Basic Statistics (4)
- Four courses in statistics (STAT-xxx) at the 300 level or above (MATH-501 Probability may also be used as one of the four) Students may select only one of STAT-300 Business and Economic Statistics, STAT-302 Intermediate Statistics, or STAT-514 Statistical Methods for credit toward the minor.

## **Undergraduate Certificate in Applied Statistics**

---

### **Admission to the Program**

Open to undergraduate degree and nondegree students.

### **Certificate Requirements**

- 18 credit hours of approved course work with at least 9 credit hours at the 300-level or above, with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- CSC-280 Introduction to Computer Science (4)
- MATH-211 Applied Calculus I (4)
- MATH-212 Applied Calculus II (3)
- STAT-202 Basic Statistics (4)
- STAT-300 Business and Economic Statistics (3)  
*or*  
STAT-302 Intermediate Statistics (3)  
*or*  
STAT-514 Statistical Methods (3)

## **Combined B.S. in Applied Mathematics and M.A. in Mathematics**

---

This program enables students to earn both a B.S. in Applied Mathematics and an M.A. in Mathematics.

### **Requirements**

- All requirements for the B.S. in Applied Mathematics  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.
- All requirements for the M.A. in Mathematics, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **Combined B.S. in Mathematics and M.A. in Mathematics**

---

This program enables students to earn both a B.S. in Mathematics and an M.A. in Mathematics.

### **Admission to Program**

Undergraduate students should apply by the end of the junior year. Students should have a minimum grade point average

of 3.20 in major courses and have completed one of the following sequences:

- MATH-512 Introduction to Modern Algebra I *and*
- MATH-513 Introduction to Modern Algebra II  
*or*
- MATH-520 Introduction to Analysis I *and* MATH-521 Introduction to Analysis II

### **Requirements**

- All requirements for the B.S. in Mathematics  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.
- All requirements for the M.A. in Mathematics, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **Combined B.S. in Mathematics or Statistics and M.S. in Statistics**

---

Students receive both a B.S. in Mathematics or Statistics and an M.S. in Statistics.

### **Admission to the Program**

Interested students should apply by the end of their junior year. Applicants should have a minimum grade point average of 3.20 in major courses and complete MATH-501 Probability and STAT-502 Introduction to Mathematical Statistics by the end of the junior year.

### **Requirements**

- All requirements for the B.S. in Mathematics or Statistics (mathematical statistics track)  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.
- All requirements for the M.S. in Mathematics, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **Combined B.S. in Mathematics and M.S. in Computer Science**

---

### **Admission to the Program**

Admission is open to undergraduate mathematics majors with a minimum grade point average of 3.20. Applicants must have completed the following by the end of the junior year:

- CSC-280 Introduction to Computer Science I
- CSC-281 Introduction to Computer Science II
- CSC-520 Algorithms and Data Structures

### **Requirements**

- All requirements for the B.S. in Mathematics

Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.

- All requirements for the M.S. in Computer Science, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## M.A. in Mathematics

---

### Admission to the Program

In addition to meeting the minimum university requirements for admission, applicants must have an undergraduate degree in mathematics or a related field. Graduate Record Examination (GRE) scores are required. Students entering the M.A. program without the appropriate background will be expected to take certain undergraduate courses as prerequisite work.

### Degree Requirements

- 30 credit hours of approved graduate course work including thesis or nonthesis option requirements
- Tool of research proficiency in Russian, German, French, or an approved computer language
- Written comprehensive examination in mathematics
- Research requirement:

Thesis option: MATH-797 Master's Thesis Seminar in Mathematics (6) and an oral defense of the thesis

Nonthesis option: MATH-690 Independent Study Project in Mathematics (3) (topic to be chosen in consultation with a faculty member) requiring an oral and written presentation of the research work and 3 credit hours in approved graduate-level independent research, seminar, or research course.

All course work for the thesis or nonthesis option must be completed with grades of B or better.

## M.S. in Statistics

---

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants will be expected to have an adequate background in the mathematical sciences. Graduate Record Examination (GRE) scores are required. Students entering the M.S. program without the appropriate background will be expected to take certain undergraduate courses as prerequisite work.

### Degree Requirements

- 30–33 credit hours of approved graduate work
- Tool of research proficiency in French, German, Russian, an approved computer language, or an approved analytical skill such as numerical, complex, or real analysis
- Written comprehensive examination

Thesis option: Mathematical Statistics

Nonthesis option: Applied Statistics: Statistical Theory and Applications

- Research requirement:

Thesis option: STAT-797 Master's Thesis Seminar in Statistics (3–6) requiring a formal written thesis with an oral defense

Nonthesis option: STAT-691 Internship (3) and STAT-798 Statistical Research and Consulting (3) with required oral and written presentation of the research work

All course work for the thesis or nonthesis option must be completed with grades of B or better.

### Course Requirements

- STAT-515 Regression (3)
- STAT-524 Data Analysis (3)
- STAT-525 Statistical Software (3)
- STAT-530 Mathematical Statistics I (3)
- STAT-531 Mathematical Statistics II (3)
- STAT-616 Regression II (3)
- STAT-691 Internship in Statistics (3)

#### Thesis option

- STAT-797 Master's Thesis Seminar (3–6)
- Two additional graduate courses in mathematics or statistical theory

#### Nonthesis option

- STAT-510 Survey Sampling (3)
- STAT-798 Statistical Research and Consulting (3)
- Two additional graduate courses in statistical theory, methods, and applications, including approved related courses offered by other departments

## Graduate Certificate in Applied Statistics

---

### Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

### Certificate Requirements

- 15 credit hours of approved course work with grades of C or better

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- STAT-530 Mathematical Statistics I (3)
- STAT-531 Mathematical Statistics II (3)
- Three of the following

STAT-510 Theory of Sampling I (3)

STAT-515 Regression (3)

STAT-516 Design of Experiments (3)

STAT-517 Special Topics in Statistical Methodology (3)

or

STAT-519 Nonparametric Statistics (3)

# Multi-Ethnic Studies

**Coordinator** Keith D. Leonard, Department of Literature  
 Faculty from other schools and departments of the university  
 teach in the program

Multi-Ethnic studies is an interdisciplinary program that offers a broad course of study of ethnicity in the United States and the larger world. To meet the challenges and opportunities of diversity in an increasingly multicultural and multiethnic society, the program provides students with an understanding of the rich history of ethnic and racial diversity from multiple perspectives. The minor and undergraduate certificate help students prepare for an increasingly diversified workplace and a globalized economy by encouraging them to develop an awareness of and appreciation for their ethnic experiences as part of the greater human experience.

## Minor in Multi-Ethnic Studies

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor and at least 9 credit hours at the 300 level or above

**Course Requirements**

- IDIS-210/IDIS-210G Contemporary Multi-Ethnic Voices (3)
- One of the following:  
 GOVT-231 Third World Politics (3)  
 HIST-210/HIST-210G Ethnicity in America 4:2 (3)  
 SOCY-210/SOCY-210G Inequality: Class, Race,  
     Ethnicity 4:2 (3)
- 12 credit hours in three of the following five areas: African and African American, Asian and Asian American, Jewish, Latin American and Caribbean, and Middle-Eastern  
 Courses should represent a mix of social sciences and the humanities. Topics courses, independent study, internship, cooperative education, and study abroad must be approved by the program coordinator.

## Undergraduate Certificate in Multi-Ethnic Studies

**Admission to the Program**

Open to undergraduate degree and nondegree students.

**Certificate Requirements**

- 18 credit hours of approved course work with at least 9 credit hours at the 300-level or above, with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- IDIS-210/IDIS-210G Contemporary Multi-Ethnic Voices (3)
- One of the following:  
 GOVT-231 Third World Politics (3)  
 HIST-210/HIST-210G Ethnicity in America 4:2 (3)  
 SOCY-210/SOCY-210G Inequality: Class, Race,  
     Ethnicity 4:2 (3)
- 12 credit hours in three of the following five areas: African and African American, Asian and Asian American, Jewish, Latin American and Caribbean, and Middle-Eastern  
 Courses should represent a mix of social sciences and the humanities. Topics courses, independent study, internship, cooperative education, and study abroad must be approved by the advisor.

# North American Studies

---

**Coordinator** Robert A. Pastor, Director, Center for North American Studies and Professor, School of International Service

Economic and social integration has accelerated in North America, but policy coordination and awareness of an emerging North America have not kept pace. The Center for North American Studies (CNAS) at American University aims to educate a new generation of students from all three countries—Canada, Mexico, and the United States—to begin a North American journey comparable to that begun in Europe five decades ago. The course work examines the differences and shared characteristics of the three nations; compares the North American experiment with Europe's; and challenges students and faculty to imagine a continental future.

An undergraduate minor and a graduate certificate are offered. These interdisciplinary programs are administered by the College of Arts and Sciences with the support of the School of International Service, School of Public Affairs, School of Communication, and the Kogod School of Business. Students pursue an experiential component, based on study abroad in Canada or Mexico and/or an internship relevant to North America. Students also need to demonstrate some level of proficiency in Spanish or French. The Center for North American Studies hosts Senior Fellows who teach special courses, which can satisfy requirements with the program coordinator's approval.

## Minor in North American Studies

---

### Admission to the Program

Admission to the minor requires a minimum grade point average (GPA) of 2.00 and approval of the program coordinator.

### Requirements

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor
- Students take a core survey course and 15 additional credit hours in North American-related course work, including study abroad in Canada or Mexico and/or an approved internship, with a minimum 2.5 GPA in courses for the minor overall and a 3.0 GPA in the core courses.
- A minimum of two years of Spanish or French language courses at the post-secondary level with grades of B or better, or a level of communication competency equivalent to the entry level for third-year conversation and composition, as demonstrated by a placement score of 421 points in French or 440 points in Spanish on the Computer Assisted Proficiency Exam (CAPE) administered by the Language Resource Center in the Department of Language and Foreign Studies (LFS).

- Preparation of a significant research paper as part of one of the core courses or as a reflection on study abroad or approved internship

- Approved study abroad in Canada or Mexico or an internship with a North American focus

### Course Requirements

- SIS-318 Topics in North America Studies: North America: A Union, a Community, or Just Three Nations? (3)

*or*

- SIS-503 North American Summer Institute: Discovering North America Seminar (3)

- a minimum of two North American-related issues courses from the following, or other North American topics courses with the program coordinator's approval:  
ECON-358 Economics of the World Regions: North America (3)

- GOVT-338 North American Politics (3)

- SIS-400 Senior Seminar in International Relations:

- Politics of Regional Integration (3)

- North American Social Movements (3)

- SIS-513 Computer Applications in International Relations Research (3) (focus on North America)

- 9 additional credit hours including an approved internship or courses taken at selected universities in Canada and Mexico, and from special courses taught by CNAS Senior Fellows and the following, with the program coordinator's approval:  
AMST-400 Interpreting American Culture (4)

- ECON-319 United States Economic History (3)

- FREN-326 French Topics:

- Civilisation, Littérature, et Cinéma du Québec (3)

- SPAN-356 Spanish Topics:

- Mexico-U.S. Border (3)

- SIS-318 Topics in North American Studies:

- Politics and Institutions of International Trade (3)

- The Foreign Policy of a Middle Power: The Case of Canada (3)

## Graduate Certificate in North American Studies

---

### Admission to the Program

Open to students with a bachelor's degree or equivalent from an accredited institution with approval of the program coordinator.

### Requirements

- 18 credit hours of approved courses with grades of C or better and with at least 9 credit hours at the 600-level
- Students take the core course and 15 additional credit hours in North American-related course work, including study abroad

in Canada or Mexico and/or an approved internship, with a minimum 3.0 GPA in courses for the certificate overall and a 3.3 GPA in the core courses.

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

- A minimum of two years of Spanish or French language courses at the post-secondary level with grades of B or better, or a level of communication competency equivalent to the entry level for third-year conversation and composition, as demonstrated by a placement score of 421 points in French or 440 points in Spanish on the Computer Assisted Proficiency Exam (CAPE) administered by the Language Resource Center in the Department of Language and Foreign Studies (LFS).
  - Preparation of a significant research paper as part of one of the core courses or as a reflection on study abroad or approved internship
  - Approved study abroad in Canada or Mexico or an internship with a North American focus
- Course Requirements**
- SIS-618 Topics in North America Studies:  
North America: A Union, a Community, or Just Three Nations? (3)  
*or*  
SIS-503 North American Summer Institute:  
Discovering North America Seminar (3)
  - a minimum of two North American-related issues courses from the following, or other North American topics courses with the program coordinator's approval:  
ECON-658 Economics of the World Regions:  
North America (3)  
GOVT-638 North American Politics (3)  
SIS-513 Computer Applications in International Relations Research (3) (focus on North America)  
SIS-676 Selected Topics in Cross-National Study:  
North American Social Movements
  - 9 additional credit hours including an approved internship or courses taken at selected universities in Canada and Mexico, and from special courses taught by CNAS Senior Fellows and the following with the program coordinator's approval:  
ECON-619 United States Economic History (3)  
FREN-626 French Topics:  
Civilisation, Littérature, et Cinéma du Québec (3)  
SPAN-656 Spanish Topics:  
Mexico-U.S. Border (3)  
SIS-618 Topics in North American Studies:  
Politics and Institutions of International Trade (3)  
The Foreign Policy of a Middle Power: The Case of Canada (3)

## Performing Arts: Music, Theatre, Dance, and Arts Management

**Chair** Gail Humphries Mardirosian

**Full-Time Faculty**

**Professor Emeritus/a** C. F. Crowder, A.R. Mandel, V.E. Mason, N. Prevots, G.C. Schuetze, E. Vrenios

**Professor** C. Jennings, H. Mardirosian, J. Sapieyevski

**Associate Professor Emeritus** K. Baker, B. Baranovic

**Associate Professor** G. Humphries Mardirosian

**Assistant Professor** D. Abraham, F. Benadon, J. Berard, J. Brasky, R. Esposto, C. Gabriel, R. Goler, K. Kippola, C. Menninger, W. Smith

The Department of Performing Arts provides intensive professional training in each of its disciplines: music, theatre, music theatre, dance, and arts management. The programs offer a unique blend of classroom work and performance or professional experience. Each year a season of plays, musicals, orchestra and choral concerts, and dance concerts augments

classroom learning with actual experience. Similarly, the arts management program provides hands-on experience through field studies and internships with local or national arts organizations.

In fall 2005, the university opened the new Katzen Arts Center. This new space provides exceptional venues for each of the department's programs. It includes a 200-seat recital hall, a studio theatre seating up to 100, teaching studios and practice rooms, organ, piano, and percussion studios, classrooms designed for performing arts, an arts management resource center, and a library housing thousands of volumes of music scores, books, and recordings.

Dedicated to advancing the department's educational vision through excellence in performance and design, the Harold and Sylvia Greenberg Theatre on Wisconsin Ave. is a venue for theatre, music, and dance performances. In addition to a 300-seat theatre, the facility includes a scene shop, costume shop, and state-of-the-art equipment.

The Visiting Artists and Artists-in-Residence programs provide students with opportunities to meet and work with well known professionals in each of the disciplines. Visiting artists have included Erich Hawkins, Twyla Tharp, James Kronzer, Paul Morella, and Patrick Stewart. Musicians-in-Residence have included Nancy Snider, Linda Allison, Terri Lazar, and Orman Kivrak.

The dynamic interaction of performance experience, theoretical and historical understanding, and exposure to well-established professionals is designed to prepare students for a professional or teaching career. The Washington, D.C. area is the home of many arts prominent organizations, including the John F. Kennedy Center for the Performing Arts, Smithsonian Institution, Washington Ballet, Wolf Trap Foundation for the Performing Arts, National Symphony, Washington National Opera, and the Washington Performing Arts Society. In addition, Washington, D.C.'s rich international culture provides opportunities to enhance cultural knowledge through interactions with international artists and performing arts groups. This environment provides an excellent climate for the nurturing of the creative spirit.

### **Teaching Certification**

Students interested in teacher certification in theatre and dance may take a 36-credit hour second major in secondary education or combine their degree with the M.A.T. degree with a concentration in secondary education. For information on admission and program requirements, see the School of Education, Teaching and Health teacher preparation programs.

## **B.A. in Music**

American University is an accredited institutional member of the National Association of Schools of Music (NASM).

### **Admission to the Program**

Formal admission to the music major requires demonstrated ability through an audition and interview arranged with the department, preferably prior to beginning university studies. However, a student may enter as an intended major and audition/interview during the first year. Students will be accepted based on programmatic approval and written declaration of major.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours maybe taken in the same discipline

### **Major Requirements**

- 53 credit hours with grades of C or better

Applied Music Lesson requirement: all students must successfully complete a minimum of four semesters of MUS-122 Private Instrumental or Vocal Study on a principal instrument or voice; music majors must enroll for a one-hour lesson each week and attend the weekly music performance lab (MUS-001).

Jury examinations must be undertaken at the end of each semester except when the student is presenting a recital in MUS-334 or MUS-434.

Performance Ensemble requirements: All students must successfully complete a minimum of four semesters of approved performance ensembles. Music majors must enroll in a performance ensemble in all semesters in which they are enrolled in applied music lessons.

### **Music Prerequisite Courses**

These courses are waived for students with equivalent music experience:

- MUS-100 Class Instrumental Study: Piano (1)
- PERF-120 Music Fundamentals (3) with a grade of B or better

### **Course Requirements**

- PERF-124 Harmony I (3)
- PERF-125 Harmony II (3)
- PERF-227 Musicianship I (3)
- PERF-228 Musicianship II (3)
- PERF-322 Music History I: From Antiquity to 1750 (3)
- PERF-323 Music History II: 1750 to Present (3)
- PERF-324 Form and Analysis (3)
- PERF-325 Counterpoint (3)
- PERF-445 Senior Capstone: Music (3)
- A minimum of 8 credit hours in MUS-122 Private Instrumental or Vocal Study (2)
- A minimum of 4 credit hours in performance ensembles: PERF-142/542 University Chorus (1)  
PERF-143/543 University Singers (2)  
PERF-144/544 University Orchestra (1)  
PERF-145/545 Chamber Ensembles (1)  
PERF-146/546 Jazz Ensemble (1)  
PERF-161/561 Gospel Choir (1)

### **Area of Concentration**

- A minimum of 14 credit hours in an area of concentration. Students may select from the following or design an individual area of concentration with approval of their academic advisor and the director of music. Examples of individually designed areas include music production, international arts management, and music criticism.

#### **Arts Management (15 credit hours)**

- ACCT-240 Principles of Financial Accounting (3)
- ACCT-241 Principles of Managerial Accounting (3)

*or*

- ECON-200/ECON-200G Microeconomics 4:2 (3)

- ECON-100/ECON-100G Macroeconomics 4:1 (3)

- MKTG-300 Principles of Management (3)

- PERF-570 Survey of Arts Management (3)

#### **Composition (16 credit hours)**

- MUS-122 Private Instrumental or Vocal Study: Composition (2) three semesters for a total of 6 credit hours

- MUS-434 Private Instrumental or Vocal Study: Senior Recital (4)

- PERF-326 Orchestration (3)

- PERF-435 Topics in Music (3) (approved topic)

#### **Jazz Studies (16 credit hours)**

- MUS-122 Private Instrumental or Vocal Study (2) three additional semesters for a total of 6 credit hours

- MUS-434 Private Instrumental or Vocal Study: Senior Recital (4)

- PERF-226 Improvisation (3)

- PERF-321 The Evolution of Jazz and Blues (3)

#### **Performance (16 credit hours)**

#### *Vocal Performance*

- MUS-122 Private Instrumental or Vocal Study (2) three additional semesters for a total of 6 credit hours

- MUS-434 Private Instrumental or Vocal Study: Senior Recital (4)

- PERF-251 Fundamentals of Acting I (3)

- PERF-356 Diction for Singers (3)

German, Italian, or French language courses are recommended

#### *Instrumental Performance*

- MUS-122 Private Instrumental or Vocal Study (2) three additional semesters for a total of 6 credit hours

- MUS-434 Private Instrumental or Vocal Study: Senior Recital (4)

- PERF-435 Topics in Music (3) (approved topic)

- PERF-550 Chamber Ensembles (1) three semesters for a total of 3 credit hours

#### **History and Literature or Anthropology of Music (15 credit hours)**

- HIST-100/HIST-100G Historians and the Living Past 2:1 (3)

- HIST-xxx or ANTH-xxx approved course (3)

- PERF-435 Topics in Music (3) (approved topic) (two courses for a total of 6 credit hours)

- PERF-491 Performing Arts Internship (1–6)

*or*

- PERF-435 Topics in Music (3) (approved topic)

- Senior thesis written project submitted for PERF-445 Senior Capstone: Music

#### **Theory (15 credit hours)**

- PERF-326 Orchestration (3)

- PERF-435 Topics in Music (3) (approved topic) (three courses for a total of 9 credit hours)

- PERF-585 Creative Theories and Criticism in Performing Arts (3)

- Senior thesis written project submitted for PERF-445 Senior Capstone: Music

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. Students should consult their major advisor for departmental options.

### **B.A. in Performing Arts: Music Theatre**

#### **Admission to the Program**

Formal admission to the major requires demonstrated talent through an audition arranged with the department, preferably prior to beginning university studies. However, a student may enter as an intended major and audition during the first year. Students will be accepted based on programmatic approval and written declaration of major.

#### **University Requirements**

- A total of 120 credit hours

- 6 credit hours of college writing

- 3 credit hours of college mathematics or the equivalent by examination

#### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas

- No more than 6 credit hours may be taken in the same discipline

#### **Major Requirements**

- 48 credit hours with grades of C or better

Students who wish to study abroad must receive prior university approval, as well as approval from their advisor, in order to ensure that appropriate courses will transfer and that scholarships and financial aid will apply.

- Participation in a minimum of four department productions and management (as stage manager or assistant stage manager) of one of these productions before graduation

#### **Course Requirements**

- PERF-227 Musicianship I (3) *and*

- PERF-228 Musicianship II (3) *or*

- PERF-124 Harmony I (3) *and* PERF-125 Harmony II (3)

- PERF-251 Fundamentals of Acting I (3)

- PERF-252 Fundamentals of Acting II (3)
- PERF-265 Theatre Practicum : Stage Management (1) and Scene/Lighting (1) or Costume (1)
- PERF-340 From Scene into Song (3)
- PERF-342 Vocal Techniques for Music Theatre (3)
- PERF-346 Survey of Music Theatre (3)
- PERF-445 Senior Capstone: Music Theatre (3)
- PERF-556 Acting V: Audition Techniques (3)
- One course from the following
  - PERF-350 Fundamentals of Acting III (3)
  - PERF-355 Speech and Voice (3)
  - PERF-450 Rotating Topics in Theatre (3)
  - PERF-555 Acting IV: From Stage to Screen (3)
- One course from the following
  - PERF-306 History and Philosophy of Dance: 20th Century (3)
  - PERF-322 History of Music I: from Antiquity to 1700 (3)
  - PERF-323 History of Music II: from 1700 to Present (3)
  - PERF-365 Theatre History I: from the Greeks to the Renaissance (3)
  - PERF-366 Theatre History II: from Baroque to the End of the Nineteenth Century (3)
  - PERF-367 Theatre History III: Twentieth Century (3)
- 9 credit hours of dance technique courses, to be determined by audition placement, including PERF-450 Rotating Topics in Theatre: Styles of Musical Theatre Dance
- 4 credit hours of applied music (MUS-xxx): voice

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. Students should consult their major advisor for departmental options.

## **B.A. in Performing Arts: Theatre**

### **Admission to the Program**

Formal admission to the major requires demonstrated talent through an audition portfolio review arranged with the department, preferably prior to beginning university studies. However, a student may enter as an intended major and have an audition or portfolio review during the first year. Students will be accepted based on programmatic approval and written declaration of major.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Tracks**

Performance, Technical, and Arts Management

### **Major Requirements**

- 47 credit hours with grades of C or better
 

Students who wish to study abroad must receive prior university approval, as well as approval from their advisor, in order to ensure that appropriate courses will transfer and that scholarships and financial aid will apply.
- Participation in a minimum of four department productions in either a performance or technical capacity. One of these must be done as stage manager or assistant stage manager.

### **Course Requirements**

#### **Core (26 credit hours)**

- PERF-115/PERF-115G Theatre: Principles, Plays, and Performance 1:1 (3)
  - PERF-181 Stage Make-up (1)
  - PERF-251 Fundamentals of Acting 1 (3)
  - PERF-260 Principles of Production I (4)
  - PERF-265 Theatre Practicum : Stage Management (1) and two of the following Scene/Lighting (1), Costume (1), Public Relations (1)
  - PERF-365 Theatre History I: from the Greeks to the Renaissance (3)
  - PERF-366 Theatre History II: from Baroque to the End of the Nineteenth Century (3)
 

or

 • PERF-367 Theatre History III: Twentieth Century (3)
  - PERF-445 Senior Capstone: Theatre (3)
  - PERF-552 Directing Techniques (3)
- One of the following tracks:

#### **Performance Track (21 credit hours)**

- PERF-252 Fundamentals of Acting II (3)
- PERF-350 Fundamentals of Acting III (3)
- PERF-355 Speech and Voice (3)
- PERF-555 Acting IV: From Stage to Screen (3)
- PERF-556 Acting V: Audition Techniques (3)
- 3 credit hours from the following:
  - PERF-340 From Scene into Song (3)
  - PERF-346 Survey of Music Theatre (3)
  - PERF-362 Lighting Design (3)
  - PERF-364 Basics of Scene and Costume Design (3)
- 3 credit hours from the following:
  - PERF-450 Rotating Topics in Theatre (3)

- PERF-557 Creative Writers Performance Lab (3)
- PERF-491 Performing Arts Internship (3)

#### **Technical Track (21 credit hours)**

- PERF-355 Speech and Voice (3)
- PERF-557 Creative Writers Performance Lab (3)
- PERF-362 Lighting Design (3)
- PERF-364 Basics of Scene and Costume Design (3)
- PERF-440 Stage Management (3)
- PERF-490 Independent Study Project (3)
- PERF-491 Performing Arts Internship (3)

#### **Arts Management Track (21 credit hours)**

- ACCT-240 Principles of Financial Accounting (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- PERF-570 Survey of Arts Management (3)
- 3 credit hours from the following
  - PERF-362 Lighting Design (3)
  - PERF-364 Basics of Scene and Costume Design (3)
- 9 credit hours from the following
  - PERF-252 Fundamentals of Acting II (3)
  - PERF-440 Stage Management (3)
  - PERF-450 Rotating Topics in Theatre (3)
  - PERF-490 Independent Study Project in Performing Arts (3)
  - PERF-491 Performing Arts Internship (3)
  - PERF-557 Creative Writers Performance Lab (3)
  - PERF-585 Creative Theories and Criticism of Performing Arts (3)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. Students should consult their major advisor for departmental options.

#### **Minor in Dance**

- 24 credit hours with grades of C or better with at least 12 credit hours unique to the minor

#### **Course Requirements**

- PERF-305 History and Philosophy of Dance I: 15th–19th Centuries (3) *or*  
PERF-306 History and Philosophy of Dance II: 20th Century (3)
- PERF-411 Composition of Dance I (3) *or*  
PERF-412 Composition of Dance II (3)
- PERF-506 The Moving Body (3)
- PERF-507 Principles of Movement (3)
- 12 credit hours in dance electives

*Note:* Students intending to pursue the minor must be assigned a departmental advisor. Students must achieve some proficiency in dance performance. Required levels of proficiency are de-

cided individually in conference with the director of the dance program, and take into account the student's interests, background, and abilities in dance.

#### **Minor in Music**

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor

#### **Course Requirements**

##### **Performance**

- PERF-124 Harmony I (3) *and* PERF-125 Harmony II (3) *or*  
PERF-227 Musicianship I (3) *and*  
PERF-228 Musicianship II (3)
- PERF-322 History of Music I: from Antiquity to 1700 (3) *or*  
PERF-323 History of Music II: from 1700 to the Present (3)
- Three semesters of MUS-122 Private Study (2) for a total of 6 credit hours
- 6 credit hours in music electives at the 300 level or above

##### **Theory/History**

- PERF-124 Harmony I (3) *and* PERF-125 Harmony II (3) *or*  
PERF-227 Musicianship I (3) *and*  
PERF-228 Musicianship II (3)
- PERF-322 History of Music I: from Antiquity to 1700 (3) *or*  
PERF-323 History of Music II: from 1700 to the Present (3)
- 12 credit hours of music electives at the 300 level or above

#### **Minor in Theatre**

- 22 credit hours with grades of C or better with at least 12 credit hours unique to the minor

#### **Course Requirements**

- PERF-115/PERF-115G Theatre: Principles, Plays, and Performance 1:1 (3)
- PERF-251 Fundamentals of Acting I (3)
- PERF-260 Principles of Production I (4)
- PERF-450 Rotating Topics in Theatre (3) *or*  
PERF-557 Creative Writers' Performance Laboratory (3)
- One of the following:  
PERF-362 Lighting Design (3)  
PERF-364 Basics of Scene and Costume Design (3)
- One of the following:  
PERF-350 Fundamentals of Acting III (3)  
PERF-355 Speech and Voice for the Theatre (3)  
PERF-450 Rotating Topics in Theatre (3)  
PERF-555 Acting IV: From Stage to Screen (3)
- One of the following:  
PERF-220/PERF-220G Reflections of American Society on Stage and Screen 1-2 (3)

PERF-365 Theatre History I : from the Greeks to the Renaissance (3)

PERF-366 Theatre History II: from Baroque to the End of the Nineteenth Century (3)

PERF-367 Theatre History III: Twentieth Century (3)

*Note:* Students intending to pursue the minor must be assigned a departmental advisor.

## M.A. in Performing Arts: Arts Management

---

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must have completed at least nine undergraduate courses in theatre, dance, music, or visual arts, one-third of which must be advanced work or its equivalent. Equivalent training is understood to be four or more years' experience in a professional company or organization. Students applying to the program with this background will be asked for an interview. Two letters of recommendation and Graduate Record Examination (GRE) scores are required. Provisional admission may be granted and is removed at the completion of 12 credit hours of course work with a minimum grade point average of 3.00.

### Degree Requirements

- 45 credit hours of approved graduate work
- Advancement to candidacy on completing 12 to 18 credit hours with a grade point average of 3.00 or higher, removing any undergraduate deficiencies, and with the written recommendation of the student's faculty advisor
- A four-hour comprehensive examination covering three areas arts management, and two areas of specialization
- 6 credit hours from one of the following with grades of B or better:

Non-thesis option:

PERF-702 Masters Portfolio Seminar

PERF-793 Directed Research in the Arts

Thesis option: PERF-797 Master's Thesis Seminar

### Course Requirements

- PERF-570 Survey of Arts Management (3)
- PERF-571 Marketing in the Arts (3)
- PERF-585 Creative Theories and Criticism in Performing Arts (3)
- PERF-673 Fund Raising Management for the Arts (3)
- PERF-674 Financial Management in the Arts (3)

- PERF-691 Performing Arts: Internship (1-6)  
*or*  
PERF-692 Cooperative Education Field Experience (3-6)
- 6 credit hours from the following:
  - PERF-702 Masters Portfolio Seminar (1-6)
  - PERF-793 Directed Research in the Arts (1-6)
  - PERF-797 Master's Thesis Seminar (1-6)
- 6 credit hours in approved arts-related nonmanagerial courses
- 12 credit hours in approved elective courses including business administration, communication, and public administration

## Graduate Certificate in Arts Management

---

### Admission to the Program

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must have completed nine or more courses in theatre, dance, music, or visual arts, one third of which should be advanced work or equivalent training. Equivalent training is four or more years' experience in a professional organization. Students are encouraged to schedule a personal interview with the program director

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

- PERF-570 Survey of Arts Management (3)
- PERF-571 Marketing in the Arts (3)
- PERF-672 Rotating Topics in Arts Management (3) (two courses for a total of 6 credit hours)
- PERF-673 Fund-Raising Management for the Arts (3)  
*or*  
PERF-585 Creative Theories and Criticism in Performing Arts (3)

# Philosophy and Religion

---

**Chair Amy Oliver**

**Full-Time Faculty**

**William Fraser McDowell Professor J.H. Reiman**

**Professor Emeritus H.A. Durfee, C.D. Hardwick,  
C.S.J. White**

**Professor G Greenberg, D.F.T. Rodier**

**Associate Professor Emeritus P.H. Scribner**

**Associate Professor A. Oliver, L.J. Peach**

**Assistant Professor F. Erfani, E. Feder, J. Park,  
A. Tschemplik**

**Visiting Assistant Professor Jason Springs**

Philosophy explores the nature of the world, the basis of human values, and the foundations of reason. Philosophy also offers the challenge of interpreting the work of thinkers who have created our intellectual traditions.

The study of philosophy provides excellent preparation for law, medicine, social work, the ministry, and other professional careers. Many positions in science and industry require the kinds of analytical skills gained through the study of philosophy. Philosophy teaches precision in reasoning and clarity in expression—assets in any field. Alumni of the B.A. and M.A. programs have pursued graduate work in philosophy and related areas such as political science, psychology, history, literature, and other professional programs.

The study of Western and Eastern religious traditions introduces students to a major influence on all civilizations. Journalists, diplomats, and government specialists benefit from a serious consideration of the inner workings of the religious ethos of civilizations. Daily events remind us that there is no more motivating factor in the cultures of nations than ardently held religious belief. A thorough understanding of the modern world requires familiarity with its religious heritage. American University's Washington, D.C. setting is advantageous for the study of religion, with national offices and centers for many religions in the metropolitan area. The Consortium of Universities of the Washington Metropolitan Area also offers a variety of courses in philosophy and religion that are available to American University students.

The Department of Philosophy and Religion annually awards the Col. Harold and Ruth Pearson Prize in Philosophy to one or more majors who have demonstrated excellence in the study of philosophy.

## B.A. in Philosophy

---

### Admission to the Program

Admission is through a formal declaration of major. The department counsels freshmen and new transfer students.

### University Requirements

- A total of 120 credit hours

- 6 credit hours of college writing

- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 39 credit hours with grades of C or better

### Course Requirements

- 30 credit hours in philosophy and religion, including 9 credit hours in philosophy at the 300 level or above, and up to 9 credit hours in religion
- 9 credit hours in a single department outside of philosophy and religion, including 6 credit hours at the 300 level or above

### University Honors Program

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. Upper-level Honors courses for majors in philosophy or religion are given in the Department of Philosophy and Religion as Honors supplements to 300-level courses or above. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## Minor in Philosophy

---

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor, and at least 9 credit hours at the 300 level or above

### Course Requirements

- 3 credit hours from the following  
PHIL-105/PHIL-105G Western Philosophy 2:1 (3)  
PHIL-300 Ancient and Medieval Philosophy (3)  
PHIL-301 Modern Philosophy from Bacon to Hegel (3)
- 15 credit hours in philosophy (or 12 credit hours in philosophy and 3 credit hours in religion)

## Minor in Religion

---

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor, and at least 9 credit hours at the 300 level or above

### Course Requirements

- 9 credit hours chosen from the following:  
RELG-105/RELG-105G Religious Heritage of the West 2:1 (3)  
RELG-170 Introduction to the New Testament (3)

RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)

RELG-220/RELG-220G Religious Thought 2:2 (3)

- 12 credit hours in religion (or 9 credit hours in religion and 3 credit hours in philosophy)

## **Combined B.A. and M.A. in Philosophy**

### **Admission to the Program**

Undergraduate philosophy majors should apply for admission to the B.A./M.A. program by the end of the junior year. Admission is open to undergraduates with a minimum grade point average of 3.00 overall and in philosophy courses. Applications must be accompanied by two letters of recommendation, a statement of purpose, and an academic writing sample. Students should discuss their interest in the program with members of the faculty before submitting a formal application.

### **Requirements**

- All requirements for the B.A. in Philosophy

Undergraduate students may apply 6 credit hours of approved 500-level course work in philosophy to satisfy the requirements of both degrees.

- All requirements for the M.A. in Philosophy, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **M.A. in Philosophy**

### **Admission to the Program**

Applicants must meet the minimum university requirements for graduate study. Admission is based on academic record, two letters of recommendation, a statement of purpose, and an academic writing sample. The Graduate Record Examination (GRE) General is required.

### **Tracks**

History of Philosophy or Philosophy and Social Policy

### **Degree Requirements**

- 30–33 credit hours of approved graduate work

#### **History of Philosophy Track**

- Tool of research: demonstrated proficiency in a foreign language, consult the department for more information
- Comprehensive examination requirement: submission of three qualifying papers
- Thesis and oral defense of thesis

#### **Philosophy and Social Policy Track**

- 3 credit internship in an appropriate setting followed by a substantial paper analyzing the ethical and social issues arising from the experience. Students employed full-time may request permission to receive credit for prior experience, but the paper is still required.
- Comprehensive examination requirement: submission of three qualifying papers

### **Course Requirements**

#### **History of Philosophy Track (30 credit hours)**

- 24 credit hours of approved graduate course work
- PHIL-797 Master's Thesis Seminar (6)

#### **Philosophy and Social Policy Track (33 credit hours)**

- Two courses from the following:  
PHIL-520 Seminar on Ethical Theory (3)  
PHIL-525 Seminar on Modern Moral Problems (3)  
an approved course in either ethics or applied ethics (3)
- Two courses from the following:  
PHIL-602 Nineteenth Century Philosophy (3)  
PHIL-603 Twentieth Century Philosophy (3)  
an approved course in the history of philosophy (3)
- PHIL-691 Internship in Philosophy (3)
- 6 credit hours in applied philosophy, with departmental approval
- 6 credit hours in philosophy or religion, with departmental approval
- 6 credit hours in social science or social policy from fields such as economics, sociology, anthropology, government, public administration, and justice, with departmental approval

## **M.A. in Ethics, Peace, and Global Affairs**

### **Admission to the Program**

The M.A. in Ethics, Peace, and Global Affairs is an interdisciplinary program administered jointly by the School of International Service (SIS) and the Department of Philosophy and Religion in the College of Arts and Sciences (CAS).

Students may apply to either the Department of Philosophy and Religion or the School of International Service. The Graduate Record Examination (GRE) is required. Students applying to SIS must apply by January 15 for fall and October 1 for spring to be considered for merit-based aid.

### **Degree Requirements**

- 39 credit hours of approved graduate work including 6 credit hours of research course work with grades of B or better
- Comprehensive examination requirement  
CAS: submission of three qualifying papers

### **Course Requirements**

#### **Core (12 credit hours)**

- PHIL-525 Seminar on Modern Moral Problems (3)
- PHIL-693 Global Ethics (3)
- SIS-607 Peace Paradigms (3)
- SIS-614 Ethics in International Affairs (3)

#### **Foundation (6 credit hours)**

- PHIL-520 Seminar on Ethical Theory (3)
- SIS-622 Human Rights (3)

#### **Research Methodology (3 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)

*or*

qualitative research seminar

**Research and Writing (6 credit hours)**

- 6 credit hours from the following: the thesis or substantial research paper and internship must relate clearly to the student's concentration and be supervised by faculty teaching related courses:

PHIL-797 Master's Thesis Seminar (1–6)

*or*PHIL-691 Internship in Philosophy (3) *and*

PHIL-702 Graduate Seminar in Philosophy

*or*SIS-691 Internship in International Affairs (3) *and*

SIS-795 Master's Research Requirement (3)

- 12 credit hours in one of the following areas of concentration:

**Peace and Conflict Resolution**

- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)

- Three courses from the following

PHIL-613 Studies in Asian Philosophy (3) (approved topic)  
PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-515 Islamic Peace Paradigms (3)

SIS-516 Peacebuilding in Divided Societies (3)

SIS-517 Gender and Conflict (3)

SIS-540 Conflict and Development (3)

SIS-606 Culture and Peace and Conflict Resolution:

Alternatives to Violence (3)

SIS-611 International Negotiation (3)

SIS-613 Reconciliation and Justice (3)

SIS-619 Special Studies in International Politics:

Human Rights and Conflict (3)

**Human Rights and Social Justice**

- Four courses from the following:

PHIL-616 Feminist Philosophy (3)

PHIL-617 Race and Philosophy (3)

PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-613 Reconciliation and Justice (3)

SIS-517 Gender and Conflict (3)

SIS-619 Special Studies in International Politics:

Human Rights and Conflict (3)

SIS-621 International Law and the Legal Order (3)

**Global Environmental Justice**

- SIS-660 Environment and Politics (3)

- Three courses from the following  
PHIL-686 Selected Topics in Philosophy (3) (approved topic)  
SIS-619 Special Studies in International Politics:  
Global Environmental Politics and Policy (3)  
SIS-649 Environment and Development (3)  
SIS-663 Washington Workshop: Advanced Studies and Research in Environmental Policy (3)
- SIS-637 International Development (3)
- Three courses from the following  
PHIL-686 Selected Topics in Philosophy (3) (approved topic)  
SIS-540 Conflict and Development (3)  
SIS-636 Micropolitics of Development (3)  
SIS-647 Governance, Democracy, and Development (3)  
SIS-648 Women and Development (3)  
SIS-649 Environment and Development (3)  
SIS-650 Global Economy and Sustainable Development (3)  
(prerequisite: SIS-637 International Development)
- **International Economic Justice**
- SIS-616 International Economics (3) (prerequisite: ECON-603 Introduction to Economic Theory)
- Three courses from the following  
PHIL-686 Selected Topics in Philosophy (3) (approved topic)  
SIS-504 Multinational Corporations (3)  
SIS-587 Globalization: Power, Production, and Culture (3)  
SIS-650 Global Economy and Sustainable Development (3)  
(prerequisite: SIS-637 International Development)  
SIS-665 International Trade and Investment Relations (3)  
SIS-666 International Monetary and Financial Relations (3)  
SIS-673 Comparative Political Economy (3)
- **Global Governance and International Organizations**
- SIS-621 International Law and the Legal Order (3)
- SIS-625 International Organizations (3)
- Two courses from the following:  
PHIL-686 Selected Topics in Philosophy (3) (approved topic)  
SIS-587 Globalization: Power, Production, and Culture (3)  
SIS-605 Theory of Cooperative Global Politics (3)  
SIS-647 Governance, Democracy, and Development (3)  
SIS-672 Theories of Comparative and International Studies (3)

# Preprofessional Programs

---

## Pre-engineering

---

**Faculty Liaison** Teresa Larkin, Department of Computer Science, Audio Technology, and Physics

American University offers a cooperative five-year engineering program with the University of Maryland in College Park. American University students can combine the advantages of both liberal arts and professional education. Students are awarded two bachelor's degrees in a five-year period.

Students spend three years on the American University campus concentrating in a major field in the College of Arts and Sciences. In the third year, with recommendation of the pre-engineering faculty liaison, students apply to the engineering program at the University of Maryland. After admission to the program, the fourth year of study is spent there. Once the student completes the requirements for the American University major (generally at the end of the fourth year), the first bachelor's degree is awarded. After completion of the engineering requirements during the fifth year, the student receives a bachelor's degree in engineering from the University of Maryland.

Students work closely with the pre-engineering faculty liaison and a faculty advisor in one of the natural sciences, mathematics and statistics, computer science, or the office of the Associate Dean for Academic Affairs. Advisors will individually tailor course selection to meet the student's interests and needs. Students are generally advised to major in either mathematics or a natural science, and to maintain a high grade point average. If, however, the student chooses to complete a major in the arts, humanities, or social sciences, he or she may do so, provided that the engineering program requirements are also satisfied. Completion of basic courses must be done during the first three years of study in order to complete the requirements for an engineering degree in five years. Courses with grades below C will not transfer to the cooperating schools.

### Course Requirements

The engineering program at the University of Maryland has basic requirements covering a broad range of study, which must be completed before entrance:

- Two courses in English composition
- Two or three years of mathematics, including calculus and differential equations
- Two years of general physics with laboratory and more in-depth study in mechanics and in electromagnetism or thermodynamics
- One year of general chemistry with laboratory; for chemical engineering, a two-course sequence in organic chemistry
- One course in computer programming

- Five courses in the humanities and the social sciences

Prior to applying to a particular engineering program, students should also have taken ENES 100 Introduction to Engineering Design at the University of Maryland, which is offered every semester including the summer.

## Prelaw

---

### Prelaw Advisors

Douglas Vibert, College of Arts and Sciences

Jonathan Post, Kogod School of Business

Suzanne Skillings, School of International Service

Linda Spicer and Nathan Williamson, School of Public Affairs

In considering law school, it is important that the prelaw student understands law schools' educational philosophy. As the *Law School Admission Bulletin* states: "Any course, regardless of field, that helps you develop clear and systematic thinking, command of the English language, and a broad understanding of our society constitutes sound preparation for the study of law. Thus, law schools do not recommend specific undergraduate majors for prelaw students." The prelaw student should also realize that admission to law school is selective. Students contemplating careers in law should plan their undergraduate study to undertake a substantial academic curriculum and acquire a background of outstanding extracurricular activities.

Students interested in prelaw preparation follow the normal procedure for declaring and fulfilling requirements for a major in one of the schools or departments or in gaining approval for an interdisciplinary program of study. Whatever the choice of major, the prelaw student's program should be supported by a broad selection of courses from mathematics, the natural sciences, the social sciences, and the humanities.

Courses recommended by law schools also include philosophy, literature and advanced writing courses, history, political science, accounting, business administration, economics, mathematics, languages, and other courses demanding logical thinking, analytical reasoning, or verbal proficiency.

The Law School Admission Test (LSAT) is required of every applicant to law school. It is strongly recommended that this test be taken in June before the senior year. With this test date, students can appraise their prospects and consider retaking the examination in October or December or both, or, if necessary, make alternate plans. Students apply directly to the Law School Admissions Service (LSAS) to take the test on the American University campus and should register six weeks before the test date. LSAT applications are available from the prelaw advisors.

## Premedical Programs

**Program Coordinator** Frederick W. Carson,  
Department of Chemistry, [fcarson@american.edu](mailto:fcarson@american.edu)  
[www.american.edu/cas/premed.html](http://www.american.edu/cas/premed.html)

The premedical programs of the College of Arts and Sciences are available to help all undergraduate, postbaccalaureate, and graduate students who are considering a career in medicine or one of the allied health professions.

Premedical program services include extensive individual advising on careers, courses, volunteer and research opportunities, professional school examinations, selection of schools, and financial aid. The program also provides seminars by health professionals, resume preparation and essay writing assistance, medical school interview preparation, preparation of a composite letter of evaluation, and support in compiling and sending letters of recommendation to professional schools.

The annual Health Professions Seminar features first-hand advice from guests and former American University students who have gone on to health professional schools.

The annual Health Careers Forum brings together health professionals, admissions officers, and career counselors who provide an overview of assistance available to students as well as opportunities and highlights of the admissions process for allopathic and osteopathic medical, dental, and veterinary schools, and physician assistant, nurse practitioner, physical therapy, podiatry, optometry, public health, and other allied health programs.

Students from American University applying to medical, dental, or veterinary school have been highly competitive, with 86 percent of qualified applicants accepted by medical schools.

### Advising Services

Students interested in the health professions should contact the premedical programs coordinator as soon as possible. The coordinator helps students select an appropriate curriculum, prepare for the relevant admissions tests, make realistic choices of professional schools, and learn first-hand about biomedical research and clinical practice. The coordinator is available to meet with students individually at least once a semester to review their academic progress and course of study at American University. Together with students' academic advisors, the coordinator helps assure timely completion of both degree and premedical requirements.

Typically, at the end of their junior year premedical students submit a primary application to the American Medical Colleges Application Service, which forwards this general application to specified schools. Medical schools will then send individual applications to selected students.

In order to prepare professional-school applications, each student assembles a file containing essential information. Members of the Premedical Evaluation Committee serve as mentors for students. The Writing Center and the Career Center can provide advice about writing personal statements and other documents and interview practice. After the file, including letters of

recommendation, is assembled, a comprehensive Premedical Evaluation Committee letter of evaluation will be prepared to support the application. Included in the letter is a summary of the academic record and extracurricular activities, and an evaluation of commitment to a medical career.

### Premedical Curriculum

Traditionally, premedical students have majored in the natural sciences. However, the medical professions are also seeking well-rounded students with a broadly-based liberal education, reflecting the social, ethical, and cultural roles played by health care professionals. Students interested in medical careers may major in any field, but must make careful plans to take the necessary preparatory courses in a timely fashion.

Most health professional schools require certain foundation courses in science and mathematics, along with a full year of college-level writing. All science courses must include laboratory components. Undergraduate students who wish to matriculate at a professional school directly after graduation from American University must submit applications at the end of the junior year. Therefore, the basic requirements should be completed in the freshman and sophomore years, following the sequence of courses listed below.

### Freshman Year

- BIO-110/BIO-110G General Biology I 5:1 (4)
- BIO-210/BIO-210G General Biology II 5:2 (4)
- CHEM-110/CHEM-110G General Chemistry I 5:1 (4)
- CHEM-210/CHEM-210G General Chemistry II 5:2 (4)
- MAT11-221 Calculus I (4)
- MATH-222 Calculus II (4)

### Sophomore Year

- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- PHYS-110/PHYS-110G University Physics I 5:1 (4)
- PHYS-210/PHYS-210G University Physics II 5:2 (4)

This intensive plan also prepares students to take the Medical College Admissions Test (MCAT) in the spring of their junior year.

To receive most favorable consideration, the Medical College Admissions Test (MCAT) or Dental Aptitude Test (DAT) must be taken in the spring of the junior year, about 16 months before matriculation in medical or dental school. Veterinary schools typically require that the Graduate Record Examination (GRE) be taken at the end of the junior year.

The above sequence presumes that a student has already decided by the beginning of his or her freshman year to pursue a premedical course of study. Students who do not decide on a medical career until the middle of their undergraduate studies or later may need to complete their premedical requirements during summers or in a post-baccalaureate year.

## **Research and Internship Opportunities**

The premedical program encourages close interaction with the faculty. Many undergraduates have engaged in independent research projects in biology, chemistry, physics, and experimental psychology which have led to presentation and publication of papers.

Many opportunities for internships, volunteer work, and biomedical research are available. Local hospitals and clinics provide students with clinical experience. At institutions such as the National Institutes of Health and other local laboratories and biotechnology companies, students may gain first-hand basic research experience in biochemistry, immunology, molecular biology, and molecular genetics.

## **Premedical Achievement Prize and Scholarship**

The American University Hassa S. Shanker Premedical Achievement Prize is a \$1,000 cash award presented to the most outstanding undergraduate student intending to apply to a health professional school who has taken at least five science and mathematics courses at American University. Selection is based on academic achievements, leadership qualities, and contributions to society or the health professions. Applicants must be planning to apply to medical, dental, or veterinary school, or to a program in the health sciences, such as physical therapy.

The Josephine G. Gimble Scholarship is a \$1,500 annual award to an undergraduate or postbaccalaureate student preparing for a career in the allied health sciences.

## **Postbaccalaureate Premedical Certificate**

**Certificate Coordinator** Frederick W. Carson,  
Department of Chemistry, [fcarson@american.edu](mailto:fcarson@american.edu)  
[www.american.edu/cas/postbac.html](http://www.american.edu/cas/postbac.html)

Postbaccalaureate work consists of academic study undertaken after earning a bachelor's degree. American University's Postbaccalaureate Premedical Certificate program is designed to complete basic requirements and strengthen credentials for application to health professional schools of human medicine (M.D. or D.O.), dentistry (D.D.S.), veterinary medicine (D.V.M.), podiatry (D.P.M.), optometry (O.D.), and oral surgery (D.M.D.), and to advanced degree programs in the allied health sciences such as public health (M.P.H.) and physician assistant, nurse practitioner, and physical therapy programs leading to the M.S. or Ph.D. degree.

This program offers students extensive guidance and assistance in preparing for professional school and a career. With the help of advisors they polish resume and essay-writing skills, prepare for the Medical College Aptitude Test (MCAT) or other admissions examinations, practice medical school interviews, select potential professional schools, and address related financial issues. Through the program, students may also

attend seminars by health professionals, identify volunteer opportunities, and be matched with a mentor. Each emerges with a composite letter of evaluation, held with letters of recommendation in a personal file. The premedical programs coordinator sends these letters to professional schools for students and assists them in meeting all application deadlines.

## **Admission to the Program**

Open to students with a bachelor's degree and a cumulative grade point average of 3.20 (on a 4.00 scale) overall and in science and mathematics courses, if taken.

## **Course Requirements**

### **Basic Requirements**

The following courses are required for admission to medical school and to many other health professional schools. Once enrolled in the Postbaccalaureate Premedical Certificate program, any of these courses not already completed must be taken at American University.

- BIO-110 General Biology I (4)
- BIO-210 General Biology II (4)
- CHEM-110 General Chemistry I (4)
- CHEM-210 General Chemistry II (4)
- CHEM-310 Organic Chemistry I (3)
- CHEM-312 Organic Chemistry I Laboratory (1)
- CHEM-320 Organic Chemistry II (3)
- CHEM-322 Organic Chemistry II Laboratory (1)
- MATH-221 Calculus I (4)
- PHYS-110 University Physics I (4)
- PHYS-210 University Physics II (4)

### **Certificate Requirements**

A minimum of 24 hours of course work taken in residence at American University, including:

- BIO-300 Cell Biology with Laboratory (4)
- BIO-356 Genetics with Laboratory (5)
- One of the following sets of two courses:  
BIO-435 Vertebrate Physiology (5) *and*  
BIO-440 Microbiology (4)  
*or*  
CHEM-560 Biochemistry I (3) *and*  
CHEM-561 Biochemistry II (3)
- 6-9 credit hours from the Basic Requirements list above or the following:  
BIO-200 Structure and Function of the Human Body (3)  
BIO-541 Cellular Immunology (3)  
BIO-550 Developmental Biology (3)  
BIO-583 Molecular Biology (3)  
MATH-222 Calculus II (4)  
STAT-202 Basic Statistics (4)

# Psychology

---

**Chair** Anthony L. Riley

## Full-Time Faculty

**Professor Emeritus** E.M. McGinnies, B. Slotnick

**Professor** J.J. Gray, D.A. Haaga, B.W. McCarthy, S.R. Parker, A.L. Riley, A.M. Silberberg, S.J. Weiss, B.T. Yates

**Associate Professor** A.H. Ahrens, M. Carter, B.D. Fantie, F.Z. Peynircioglu, C.S. Weissbrod

**Assistant Professor** E. Cralley, M. Gomez-Serrano, K.C. Gunther, L.M. Juliano

The undergraduate program in the Department of Psychology offers the student an opportunity to appreciate psychology's diversity and its applications. Courses are offered in clinical, social, personality, developmental, behavioral neuroscience, and experimental psychology. Advanced topics courses in these and related areas are often available. Students may design programs that approach psychology as a social science, a natural science, or a combination of the two. Advanced students have the opportunity to become actively involved in both psychological research and paraprofessional counseling. During their junior and senior years, majors are encouraged to take small, specialized seminars and engage in supervised independent study. Undergraduate majors also have opportunities for internship experience with community mental health agencies and may participate in ongoing research within the department. The program is sufficiently flexible and broad to satisfy career goals and provide a solid background for graduate study.

Students interested in careers such as those in research and teaching, mental health professions, and personnel and industrial psychology will want to choose curricula suited to their goals. The breadth of the field of psychology and of the department's course offerings make careful planning important. Students should consult their faculty advisors in planning their schedules.

## Affiliations

Washington, D.C. Veterans Administration Hospital; Baltimore Veterans Administration Hospital; St. Elizabeth's Hospital; Community Psychiatric Center, Bethesda, MD; Department of Pediatrics, Georgetown University Hospital; Kennedy Institute, Baltimore; Children's Hospital Institute for Behavioral Resources; George Washington University Medical Center; Johns Hopkins University School of Medicine; Veterans Administration Medical Center, Perry Point, MD; Alexandria Community Mental Health Center; Woodburn Center for Community Mental Health; and Department of Psychiatry, Eastern Virginia Medical School.

## B.A. in Psychology

---

### Admission to the Program

Formal admission to the major requires departmental approval.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- Total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 41 credit hours with grades of C or better and at least 15 credit hours at the 300 level or above

### Course Requirements

- PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)
- PSYC-115/PSYC-115G Psychology as a Natural Science 5:1 (4)
- STAT-202 Basic Statistics (4)
- One course in Bio-Psychology from the following:  
PSYC-240/PSYC-240G Drugs and Behavior 5:2 (3)  
PSYC-318 Fundamentals of Human Neuropsychology (3)  
PSYC-325 Neurobiological Bases of Behavior (3)  
PSYC-360 The Evolution of Behavior (3)
- One course in Learning and Cognition from the following:  
PSYC-200/PSYC-220G Behavior Principles 5:2 (3)  
PSYC-220/PSYC-220G The Senses 5:2 (3)  
PSYC-300 Memory and Cognition (3)  
PSYC-370 Learning and Behavior (3)
- Two courses in the Individual, the Situation, and Psychological Health from the following:  
PSYC-205/PSYC-205G Social Psychology 4:2 (3)  
PSYC-215/PSYC-215G Abnormal Psychology and Society 4:2 (3)  
PSYC-235/PSYC-235G Theories of Personality 4:2 (3)  
PSYC-333 Health Psychology (3)  
PSYC-350 Child Psychology (3)
- Psychology electives to complete the required credit hours  
Students will be advised concerning 300-500-level courses available as electives.

*Note:* No more than a combined total of 6 credit hours of PSYC-390 Independent Reading Course in Psychology.

PSYC-392 Cooperative Education Field Experience, PSYC-490 Independent Study Project in Psychology, and PSYC-491 Internship, will apply toward fulfilling major requirements.

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

### **Minor in Psychology**

- 22 credit hours with grades of C or better with at least 12 credit hours unique to the minor, and at least 9 credit hours at the 300 level or above

#### **Course Requirements**

- PSYC-105/PSYC-105G Psychology: Understanding Human Behavior 4:1 (3)
- PSYC-115/PSYC-115G Psychology as a Natural Science 5:1 (4)
- 3 credit hours from Bio-Psychology or Learning and Cognition courses (see major requirements above)
- 3 credit hours from the Individual, the Situation, and Psychological Health courses (see major requirements above)
- 9 additional credit hours in psychology courses

### **Combined B.A. and M.A. in Psychology**

#### **Admission to the Program**

Students should apply for the program no later than the first semester of the senior year and no earlier than the first semester of the junior year. Students must have a minimum 3.00 grade point average in psychology and statistics courses and must have completed at least half of the credit hours required for the B.A. in Psychology, including STAT-202 Basic Statistics, before applying to the program. Students must submit a completed graduate application form, Graduate Record Examination (GRE) scores for the General examination (Verbal, Quantitative, and Analytic), two letters of recommendation, and copies of all college transcripts.

#### **Degree Requirements**

- All requirements for the B.A. in Psychology

Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements of both degrees.

- All requirements for the M.A. in Psychology, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

### **M.A. in Psychology**

#### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General examination. Admission is based on academic record, test scores, and two letters of recommendation.

Completion of the degree does not necessarily lead to admission to the Ph.D. program; students who wish to be considered for the Ph.D. program must apply. Applicants with a B.A. who wish to obtain a Ph.D. in Psychology from American University should apply directly to the Ph.D. program. If they do not have an M.A., students will earn one as part of the Ph.D. program. See the description of the Ph.D. program for more information.

Up to 6 credit hours of graduate course work in psychology from another university or up to 12 credit hours of graduate course credit taken at American University may be transferred, provided that these credits were not counted toward another degree. These transfers of credit are subject to approval by the director of the M.A. program.

#### **Tracks**

General, Personality/Social, or Experimental/Biological

#### **Degree Requirements**

- 33 credit hours of approved graduate work
- Written general comprehensive examination
- Thesis option: The master's thesis involves an original research project. Students must prepare a thesis proposal, collect and analyze data, submit a written thesis, and give an oral defense. The thesis must be accepted by the thesis committee, the department chair, and the university.

Nonthesis option: available only in the General Psychology track (see course requirements below).

All course work for the thesis or nonthesis option must be completed with grades of B or better.

#### **Course Requirements**

##### **General Psychology**

- Two courses from the following:
  - PSYC-505 Advanced Personality Psychology (3)
  - PSYC-514 Industrial/Organizational Psychology (3)
  - PSYC-533 Cognitive Behavior Therapy (3)
  - PSYC-540 Advanced Social Psychology (3)
  - PSYC-545 Psychology of Sex Similarities and Differences (3)
  - PSYC-551 Psychopathology: Theory and Research (3)
  - PSYC-560 Advanced Child Psychology (3)
  - PSYC-570 Behavioral Medicine (3)
  - PSYC-597 Topics in Psychology (3) (personality/social psychology)
  - PSYC-633 Psychological Assessment I (3)
- Two courses from the following:
  - PSYC-501 Physiological Psychology (3)

**PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)**

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-530 Conditioning and Learning (3)

PSYC-575 Advanced Memory and Cognition (3)

PSYC-597 Topics in Psychology (3)  
(experimental/biological psychology)

PSYC-618 Principles of Neuropsychological Assessment (3)

graduate seminar in experimental psychology or neuroscience (3)

- Graduate statistics course (3)

**Nonthesis Option (General Psychology track only):**

- 6 credit hours from the following

PSYC-550 Psychological Research (3)

PSYC-698 Directed Research (3-6)

- 12 credit hours of graduate elective courses with at least 6 credit hours from the Department of Psychology

**Thesis Option:**

- PSYC-550 Psychological Research (3)

- 6 credit hours from the following

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3)

- 9 credit hours of graduate elective courses with at least 6 credit hours from the Department of Psychology

**Personality/Social Psychology**

- Four courses from the following:

PSYC-505 Advanced Personality Psychology (3)

PSYC-514 Industrial/Organizational Psychology (3)

PSYC-533 Cognitive Behavior Therapy (3)

PSYC-540 Advanced Social Psychology (3)

PSYC-545 Psychology of Sex Similarities and Differences (3)

PSYC-551 Psychopathology: Theory and Research (3)

PSYC-560 Advanced Child Psychology (3)

PSYC-570 Behavioral Medicine (3)

PSYC-597 Topics in Psychology (3) (personality/social psychology)

PSYC-633 Psychological Assessment I (3)

graduate seminar in clinical, personality, or social psychology (3)

- Two courses from the following:

PSYC-501 Physiological Psychology (3)

PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-530 Conditioning and Learning (3)

PSYC-575 Advanced Memory and Cognition (3)

PSYC-597 Topics in Psychology (3)

(experimental/biological psychology)

PSYC-618 Principles of Neuropsychological Assessment (3)

graduate seminar in experimental psychology or neuroscience (3)

- PSYC-550 Psychological Research (3)

- 6 credit hours from the following

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3)

- Graduate statistics course (3)

- Graduate elective course (3)

**Experimental/Biological Psychology**

- Four courses from the following:

PSYC-501 Physiological Psychology (3)

PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)

PSYC-518 Advanced Human Neuropsychology (3)

PSYC-530 Conditioning and Learning (3)

PSYC-575 Advanced Memory and Cognition (3)

PSYC-597 Topics in Psychology (3)

(experimental/biological psychology)

PSYC-618 Principles of Neuropsychological Assessment (3)

PSYC-690 Independent Study Project (3) in a recognized area of experimental/biological psychology  
graduate seminar in experimental psychology or neuroscience

- Two courses from the following:

PSYC-505 Advanced Personality Psychology (3)

PSYC-514 Industrial/Organizational Psychology (3)

PSYC-533 Cognitive Behavior Therapy (3)

PSYC-540 Advanced Social Psychology (3)

PSYC-545 Psychology of Sex Similarities and Differences (3)

PSYC-551 Psychopathology: Theory and Research (3)

PSYC-560 Advanced Child Psychology (3)

PSYC-570 Behavioral Medicine (3)

PSYC-597 Topics in Psychology (3) (personality/social psychology)

PSYC-633 Psychological Assessment I (3)

graduate seminar in clinical, personality, or social psychology (3)

- PSYC-550 Psychological Research (3)

- 6 credit hours from the following

PSYC-796 Master's Thesis Seminar (3)

PSYC-797 Master's Thesis Research (1-3)

- Graduate statistics course (3)

- Graduate elective course (3)

**Ph.D. in Psychology**

There are two tracks within the doctoral program, clinical psychology (APA accredited), and behavior, cognition and neuroscience. Students who have been admitted to the doctoral program in psychology but do not have an M.A. in psychology that has been accepted by the department must complete the degree

requirements for the M.A. in Psychology (thesis option) before they can be awarded the doctorate.

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (General and Advanced Psychology tests). Admission is based on test scores, previous academic performance, and letters of recommendation. Those applicants to the clinical psychology track judged to be among the top 30 or 35 are invited for an interview, and the final selection is based on all information, including the interview. Students are admitted for full-time study only.

### Tracks

Clinical Psychology or Behavior, Cognition and Neuroscience (BCAN)

### Degree Requirements

- 72 credit hours of approved graduate work
- Two tools of research are required but do not result in course credit toward the degree. The tool requirement is flexible and can be met in a variety of ways:
  - 1) demonstration of knowledge of a language relevant to the student's career,
  - 2) demonstration of mastery in a computer program language;
  - 3) satisfactory completion of one skill-oriented graduate course offered by another department at American University or by nonpsychology departments of the Consortium universities;
  - 4) participation in one clinical institute which is approximately equal in time and difficulty to a full course; and
  - 5) supervised tool training in other settings when approved by the student's advisor and the department chair.
- Four comprehensive examinations outlined by advisors or other faculty members. These are tasks which involve students in the kinds of activities they will later engage in as professional psychologists. At least one of the four comprehensives must be oral and at least two must be written.
- Dissertation: A written proposal for the dissertation is to be submitted to the dissertation committee by the middle of the second semester of the third year. The original proposal, or a revision thereof, should meet the requirements of the committee by the end of the second semester of the third year. This allows adequate time for completion of a quality dissertation even if initial experimentation turns out to be exploratory in nature. The dissertation must be accepted by the dissertation committee, the department chair, and the university.
- Clinical Psychology track: As part of the doctoral clinical track requirements, clinical students serve a one-year internship in an appropriate setting outside the university.

### Course Requirements

#### Clinical Psychology

- PSYC-502 History and Systems of Psychology (3)
- PSYC-550 Psychological Research (3)
- PSYC-551 Psychopathology: Theory and Research (3)
- PSYC-618 Principles of Neuropsychological Assessment (3) or assessment course approved by the department
- PSYC-630 Psychotherapy: Theory, Research, and Practice (3)
- PSYC-633 Psychological Assessment I (3)
- PSYC-652 Assessment of Intellectual Function and Personality (3)
- PSYC-680 Experiential Psychotherapy Practicum I (3)
- PSYC-681 Experiential Psychotherapy Practicum II (3)
- PSYC-710 Behavior Therapy Practicum (3)
- PSYC-791 Psychodynamic Psychotherapy Practicum I (3)
- PSYC-792 Psychodynamic Psychotherapy Practicum II (3)
- One course in Biological Bases of Behavior from the following  
 PSYC-501 Physiological Psychology (3)  
 PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)  
 PSYC-518 Advanced Human Neuropsychology

- One course in Cognitive-Affective Bases of Behavior from the following  
 PSYC-530 Conditioning and Learning (3)  
 PSYC-575 Advanced Memory and Cognition (3)
- One course in Individual Bases of Behavior from the following  
 PSYC-505 Advanced Personality Psychology (3)  
 PSYC-560 Advanced Child Psychology (3)
- One course in Social Bases of Behavior from the following  
 PSYC-521 Ethnic and Minority Issues (3)  
 PSYC-540 Advanced Social Psychology (3)  
 PSYC-545 Psychology of Sex Differences (3)
- 6 credit hours from the following  
 PSYC-798 Doctoral Dissertation Seminar (3)  
 PSYC-799 Doctoral Dissertation Research (1-9)
- 6 credit hours of statistics

#### Behavior, Cognition and Neuroscience

- 6 credit hours of PSYC-598 Neuroscience Seminar (3)
- 18 credit hours from the following:  
 PSYC-501 Physiological Psychology (3)  
 PSYC-513 Neuropharmacology (3)  
 PSYC-518 Advanced Human Neuropsychology (3)  
 PSYC-530 Conditioning and Learning (3)  
 PSYC-551 Psychopathology: Theory and Research (3)  
 PSYC-560 Advanced Child Psychology (3)  
 PSYC-575 Advanced Memory and Cognition (3)  
 PSYC-618 Principles of Neuropsychological Assessment (3)

Other courses focusing in the neurosciences may be taken with approval of the student's advisor and the Graduate Curriculum Committee.

- 6 credit hours from the following  
PSYC-798 Doctoral Dissertation Seminar (3)  
PSYC-799 Doctoral Dissertation Research (1-9)
- 6 credit hours of statistics

## Sociology

---

**Chair** Russell Stone

**Full-Time Faculty**

**Professor Emeritus/a** B. H. Kaplan, G H. Mueller,  
K. K. Petersen, J.C. Scott, J. K. Siegenthaler, A. Van der Slice

**Professor** E. Chow, K. Kusterer, R. Stone

**Associate Professor** A. Brenner, B. J. Dickerson,  
K. Macharia, G.A. Young

**Assistant Professor** G. Blank, C. Pascale, S. Vidal-Ortiz

**Scholars-in-Residence** M. A. Fay, P. Lengerman,  
J. Neiburgge-Brantley

Sociology explores how individuals, through their collective actions, create and change patterns of social relations and how, in turn, these social relations influence people's lives. Sociologists focus on three major levels of analysis, from whole societies as component parts of wider systems, to institutions as component sectors of society, to individuals as participants in two-person groups. They also study varied processes of social change, from migration to social mobility, from urbanization to mass communication. Finally, sociologists study a wide variety of themes, from racial and ethnic relations to social problems and political change. This quest for knowledge is both an end in itself and a pathway for informed social change.

The Department of Sociology of the College of Arts and Sciences shares a common purpose of education and research for social justice in an increasingly global social system. Faculty and students are empowered to participate in building equitable, humane, and sustainable social institutions by creating sociological knowledge and applying professional research skills to produce effective policies and programs for social change. One source of its strength is the department's multicultural diversity, which its members take every opportunity to expand.

The Sociology Department serves the university, including students from throughout the world, as a center for the study of societal change, social institutions, and social processes, with an emphasis on inequality and social justice. Degree programs consist of core training in sociological theory and research methods, as well as courses in concentrations including race, gender, and social justice; global sociology; social inequality; gender and family; and applied sociology/social policy. The programs focus on forms of inequality, their origins and patterns or reproduction, related to issues of social justice, and how these

- 12 credit hours of electives
- 24 credit hours of lab research

**Special Opportunities**

- Research opportunities in laboratories at the National Institutes of Health and related research institutions are available for students in both experimental and clinical psychology.

issues vary within and between societies. They are intended to produce and apply knowledge for the benefit of society—not only to teach academic skills, but also to develop knowledge of value to those involved in working for the promotion of social equality. The programs prepare students for a variety of careers in social advocacy, research, teaching, human services, and both public and private sector policy-making institutions. Successful placements of the department's graduates in academic, research, and policy-making institutions attest to the high standards our graduates meet.

The department's focus on international and comparative sociology and its program in social policy analysis are especially well suited to Washington, D.C.—an international capital and center for policy making. American University's location provides unparalleled access to government, research institutions, data and archival sources, advocacy organizations, and leaders involved in social change.

The undergraduate program is unique in its emphasis on race, gender, social justice, global social change and applied sociology/social policy. Majors and minors take core course sequences in sociological theory and research methods, and courses from several areas of concentration.

The Department of Sociology's graduate program consists of core training in sociological theory and research method, plus an area of concentration in race, gender, and social justice; global sociology; social inequality; gender and family; or applied/professional sociology/social policy. The program not only teaches academic skills, but also develops knowledge of benefit to those working for the promotion of social equality. Courses are designed to enable students to deepen their knowledge of a specialty area, to develop advanced and systematic theoretical understanding, and to develop methodological areas for vocational and professional competence.

---

### B.A. in Sociology

---

**Admission to the Program**

Formal admission to the major requires department approval.

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing

- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- 43 credit hours with grades of C or better, no more than 13 credit hours may be at the 100 or 200 level

### **Course Requirements**

- SOCY-150/SOCY-150G Global Sociology 4:1 (3)
- SOCY-315 Major Social Theorists (3)
- SOCY-320 Introduction to Social Research (3)
- SOCY-491 Internship (3)  
*or*  
SOCY-392 Cooperative Education Field Experience (3)  
*or* an approved equivalent experience
- SOCY-492 Major Research Seminar (3)
- 3 credit hours of advanced theory from the following:  
SOCY-415 Current Issues in Social Theory (3)  
SOCY-515 Models of Societal Development (3)
- 3 credit hours of advanced research methods from the following  
SOCY-525 Social Advocacy and Change (3)  
SOCY-580 Social Policy Analysis (3)  
or other methods course approved by the advisor
- STAT-202 Basic Statistics (4)
- 18 credit hours in sociology electives, with no more than two courses at the 100 or 200 level, and at least one course at the 500 level. Students should take at least one course from four of the following concentrations:

*Race, Gender, and Social Justice*

*Global Sociology/Regional Studies*

*Social Inequality*

*Gender and Family*

*Applied Sociology/Social Policy*

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

### **Honor Society**

Membership in the American University chapter of Alpha Kappa Delta, the international honor society in Sociology, is open to qualifying majors. The society sponsors lectures and

other activities that involve undergraduates in the professional workings of the discipline.

### **Minor in Sociology**

- 21 credit hours with grades of C or better with at least 12 credit hours unique to the minor

### **Course Requirements**

- SOCY-150/SOCY-150G Global Sociology 4:1 (3)
- SOCY-315 Major Social Theorists (3)
- SOCY-320 Introduction to Social Research (3)
- 3 credit hours of advanced theory or research methods from the following  
SOCY-415 Current Issues in Social Theory (3)  
SOCY-515 Models of Societal Development (3)  
SOCY-525 Social Advocacy and Change (3)  
SOCY-580 Social Policy Analysis (3)
- 9 credit hours in sociology electives, with no more than one course at the 100 or 200 level. Students should take one course from three of the following concentrations:

*Race, Gender, and Social Justice*

*Global Sociology*

*Social Inequality*

*Gender and Family*

*Applied Sociology/Social Policy*

### **Combined B.A. and M.A. in Sociology**

#### **Admission to the Program**

Students should apply for this program in the second semester of the junior year. Students must have a minimum overall 3.00 grade point average. Admissions decisions to the combined program follow the same procedures and standards used to evaluate graduate applicants to the M.A. Students interested in applying to this combined program should consult with their advisor and other faculty members before formal application is begun.

#### **Requirements**

- All requirements for the B.A. in Sociology  
Undergraduate students may apply 6 credit hours of approved 500-level course work in sociology, including STAT-514 Statistical Methods, to satisfy the requirements of both degrees.
- All requirements for the M.A. in Sociology, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

### **M.A. in Sociology**

#### **Admission to the Program**

Applicants must meet the minimum university requirements for admission to graduate study, including a bachelor's degree from an accredited institution, with at least a 3.3 (on a 4.0 scale)

grade point average. Graduate Record Examination (GRE) test scores are required. A background in the social sciences is strongly preferred. Admission to the program is at the discretion of the department's Graduate Committee and is based on academic record and letters of recommendation from two persons able to evaluate the applicant's potential for graduate study in sociology. Provisional admission may be considered on a case-by-case basis where minimum university requirements are not fully met.

### Degree Requirements

- 36 credit hours of approved graduate work, including the research requirement
- Tool of research: STAT-514 Statistical Methods, or another approved graduate-level statistics or specialized methods course
- One written comprehensive examination covering sociological theory and methods of social research:

The exam is taken after completion of two theory courses and two research methods courses. Full-time students must take the exam before beginning their second year in the program. Students who have taken prior relevant course work in sociology may opt to take the exam before taking the required courses. After taking the related courses, a maximum of two attempts of the exam are permitted.

- Research requirement:

SOCY-797 Master's Thesis Independent Study (3 or 6 credit hours)

The thesis offers students the opportunity to specialize as well as further develop research skills. Students chose the subject of the thesis in consultation with their advisor.

*or*

SOCY-795 Master's Research: Independent Study (3)

Completion of a substantial research report related to the student's field of concentration under the guidance of a professor of the student's choice.

Advanced courses in research methods, an advanced seminar in the student's field of concentration, or an independent study course in the field of concentration (3)

All course work taken for the research requirement must be taken with grades of B or better.

### Course Requirements

- SOCY-610 History of Sociological Theory (3)
- SOCY-611 Modern Sociological Theory (3)
- SOCY-620 Social Research I (3)
- SOCY-621 Social Research II (3)

- STAT-514 Statistical Methods (3)
- SOCY-795 Master's Research: Independent Study (3)
  - or*
  - SOCY-797 Master's Thesis Independent Study (1–6)
- 9–12 credit hours from one of the following concentrations, chosen in consultation with the student's advisor. Lists of approved courses for concentrations are available from the Sociology Department:

*Race, Gender, and Social Justice*

*Global Sociology*

*Social Inequality*

*Gender and Family*

*Applied Sociology/Social Policy*

- 6–9 credit hours in approved elective courses, including a 3-credit hour internship

## Graduate Certificate in Social Research

### Admission to the Program

Open to students with a bachelor's degree or equivalent from an accredited institution.

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Prerequisite

- STAT-514 Statistical Methods (3), or other graduate-level statistics course, or statistics examination

### Course Requirements (15 credit hours)

- SOCY-620 Social Research I (3)
- SOCY-621 Social Research II (3)
- 9 credit hours from graduate-level sociology courses selected in consultation with the graduate director. Courses outside the Sociology Department may be substituted with the approval of the graduate director.

# Teaching English to Speakers of Other Languages (TESOL)

**Director** Naomi S. Baron

**Coordinator** Brock Brady

The demand for teachers of English to speakers of other languages has markedly increased as changing national systems and global concerns have created an interdependent world. American University's TESOL program is distinctive in its focus on experiential learning—students plan lessons, observe classes, and design tests for English language classes. Faculty draw on their extensive teaching experience, research, and interaction with other cultures to provide pragmatic lessons and advice to TESOL students.

AU offers a variety of opportunities in TESOL including a combined Bachelor's/M.A. program, an M.A. in TESOL (with a joint AU/Peace Corps program), and a certificate open to both undergraduate and graduate students. An ESOL track is available in the M.A.T. program and a graduate teaching certificate (see the School of Education, Teaching and Health for more information). In addition, the program offers an annual TESOL Summer Institute, which includes regular summer session classes plus an intensive workshop.

## Combined Bachelor's Degree and M.A. in TESOL

This program enables qualified students to earn both an undergraduate degree (in any field) and an M.A. in TESOL (Teaching English to Speakers of Other Languages). The combined program can be completed with four years of undergraduate study and 12 months of additional study (fall and spring semesters plus the Summer TESOL Institute). The program offers students an opportunity to gain both the theoretical background and practical skills necessary to teach English abroad or to adults in the United States.

*Note:* This program is not designed for K-12 ESOL licensure.

### Admission to the Program

The standards for admission as defined by the relevant undergraduate teaching unit's requirements must first be satisfied. Undergraduates should apply for admission to the combined program by the end of the junior year.

Undergraduates whose overall grade point average is 3.00 or higher will be considered for the combined program. Applications must be accompanied by two letters of academic reference and a statement of purpose.

Students should discuss their interest in the program with the TESOL M.A. director before submitting a formal application.

### Requirements

- All requirements for a B.A. or B.S. in any major at American University
- All requirements for the M.A. in TESOL

Students may use up to 6 credit hours of course work at the 500 level or above from the TESOL program to satisfy the require-

ments for both degrees. These courses may represent either undergraduate major requirements or electives.

## M.A. in TESOL (Teaching English to Speakers of Other Languages)

### Admission to the Program

Applicants to the master's program in TESOL are subject to the minimum university requirements for admission to graduate study. Further, a grade point average of 3.00 (on a 4.00 scale) in the undergraduate major, Graduate Record Examination (GRE) scores, and two letters of academic reference are required. It is strongly recommended that native speakers of English have some background in at least one other language. International students are expected to demonstrate competence in English equivalent to a score of 600 or better on the Test of English as a Foreign Language (TOEFL). Part-time as well as full-time students are welcome in the program.

A joint program between the Peace Corps and American University enables participants to prepare for Peace Corps English teaching assignments while earning an M.A. in TESOL. Application is made separately to American University and the Peace Corps. Admission requirements for the M.A. program are the same as above. The Peace Corps accepts American citizens only and participants must meet all other Peace Corps requirements prior to beginning Peace Corps service. Successful participants will begin their Peace Corp training and service after they have completed the bulk of their academic work. The Peace Corps service experience constitutes the equivalent of a 6-credit hour internship, for which the tuition is waived. Also, TESL-620 may be waived for students in the AU/Peace Corps program, for a total of 33 credit hours for the degree.

*Note:* This program is not designed for K-12 ESOL licensure. K-12 public school licensure (or certification) in ESOL is available through the M.A.T. track in English for Speakers of Other Languages (ESOL). For more information, see the School of Education, Teaching and Health programs.

### Degree Requirements

- 36 credit hours of approved TESOL course work
- Completion of a teaching portfolio compiled during course of study
- An oral comprehensive examination taken after completion of all required course work and the teaching portfolio
- Thesis or nonthesis option

### Course Requirements

#### Core Courses (27 credit hours)

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-502 English Language Teaching II (3)
- TESL-503 Structure of English (3)

- TESL-522 Language Acquisition (3) or  
TESL-523 Second Language Acquisition (3)
- TESL-531 Language Assessment (3)
- TESL-541 Teaching Grammar (3) or  
TESL-542 Teaching Pronunciation (3)
- TESL-620 English Language Teaching III (3) (waived for students in the AU/Peace Corps program)
- One of the following:  
ANTH-537 Topics in Language and Culture (3)  
ANTH-544 Topics in Public Anthropology:  
    Anthropology of Education (3)  
TESL-527 Cultural Issues in the ESL/EFL Classroom (3)  
or other approved course dealing with language and  
sociocultural issues

**Electives (9 credit hours)**

- Three courses as approved by the student's advisor from the following:  
ANTH-537 Topics in Language and Culture (3)  
(if not taken in core)  
ANTH-544 Topics in Public Anthropology:  
    Anthropology of Education (3) (if not taken in core)  
SOCY-645 Global and Multicultural Education (3)  
TESL-504 Language Analysis (3)  
TESL-522 Language Acquisition (3) (if not taken in core)  
TESL-523 Second Language Acquisition (3)  
(if not taken in core)  
TESL-524 Reading and Writing in the ESL/EFL  
    Classroom (3)  
TESL-527 Cultural Issues in the ESL/EFL Classroom (3) (if  
not taken in core)  
TESL-528 Bilingual Education (3)  
TESL-531 Language Assessment (3)  
TESL-541 Teaching Grammar (3) (if not taken in core)

- TESL-542 Teaching Pronunciation (3) (if not taken in core)  
TESL-545 Curriculum and Materials Design (3)  
TESL-554 Technology for Language Learning  
and Teaching (3)  
TESL-560 TESOL Topics (1-3)  
TESL-691 Internship (1-6)  
TESL-693 Peace Corps Internship (6) (required for students  
in the AU/Peace Corps program)
- Thesis option: completion of TESL-797 Master's Thesis  
Seminar (6) in lieu of 6 hours of electives listed above (the  
thesis option is not available to students in the AU/Peace  
Corps program)  
Nonthesis option: 9 elective credit hours  
Grades of B or better are required for all courses taken for the  
thesis or nonthesis option.

**Certificate in TESOL (Teaching English  
to Speakers of Other Languages)****Admission to the Program**

A grade point average of 3.00 (on a 4.00 scale) is required. International students must demonstrate competence in English equivalent to a score of 600 or above in the Test of English as a Foreign Language (TOEFL).

**Course Requirements (15 credit hours)**

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-502 English Language Teaching II (3)
- Two approved TESOL courses

*Note:* This program is not designed for K-12 ESOL licensure.

# Women's and Gender Studies

---

## Director Gay Young

Faculty from other schools and departments of the university teach in the program. A list of the faculty members of the Women's and Gender Studies Advisory Board and other program information is available at:  
[www.american.edu/cas/department\\_women](http://www.american.edu/cas/department_women)

The Women's and Gender Studies Program is an interdisciplinary program focused on women's experiences, issues facing women in the world today, and the significance of gender in shaping the experience of communities and individuals. The program is committed to a multicultural curriculum that sustains and integrates diverse perspectives. Women's and gender studies courses emphasize participatory education in which student involvement, critical thinking, and personal insight are encouraged and made relevant in the learning process. Many faculty members with national reputations for their work in gender issues regularly teach these courses. Their students benefit directly from the expertise of women and men who are leaders in this field of scholarship.

In addition to the women's and gender studies major and minor programs for undergraduates, graduate students can combine the study of women's and gender issues with the core courses in a traditional discipline to earn an M.A. or Ph.D. degree. Graduate programs participating in this program include anthropology, art, economics, education, history, international relations, literature, psychology, and sociology.

Students who major or minor in women's and gender studies gain experience off-campus through a cooperative education or internship placement in an organization or agency whose mission embraces some aspect of women's lives and experiences or of gender issues. Interns and co-op students are actively sought by organizations focused on the arts, advocacy, business, communications, employment and training issues, international rights, law, policy, U.S. politics, reproductive rights and health, research, and support services. Students have access to powerful networks that can give substantial support in career development at organizations in Washington, D.C. such as the Institute for Women's Policy Studies, the National Organization for Women, the Women's Legal Defense Fund, the National Gay and Lesbian Task Force, Amnesty International, or the National Museum of Women in the Arts. Students also have the opportunity to research women's and gender issues in the many government and nonprofit organizations located in the nation's capital.

The program hosts major speakers, performances, and lecture series on campus. These have included an international conference on women and collective memory, lectures by Gloria Steinem, bell hooks, and Kerry Kennedy-Cuomo, and a faculty discussion on gender and curriculum transformation. In addition, American University's Washington College of Law publishes the *Journal of Gender and the Law*.

A degree in women's and gender studies may lead to a challenging career in such areas as policymaking, the arts, health issues, social work, teaching, business, or politics. An undergraduate major or minor in women's and gender studies prepares students for graduate school or a variety of professions, including law, medicine, science and technology, public policy or public service, and education.

## B.A. in Women's and Gender Studies

---

### Admission to the Program

Formal admission to the major requires a grade point average of 2.00 (on a 4.00 scale) and the approval of the program director.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

Women's and gender studies majors are advised to take STAT-202 Basic Statistics to fulfill the University Mathematics Requirement.

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 39 credit hours with grades of C or better, including at least 18 credit hours at the 300 level or above

### Course Requirements

- WGST-125/WGST-125G Gender in Society 4:1 (3)
- WGST-150/WGST-150G Women's Voices through Time 2:1 (3)
- WGST-300 Feminist and Gender Theory (3)
- WGST-392 Cooperative Education Field Experience (3) or WGST-491 Internship in Women's and Gender Studies (3)
- WGST-500 Current Issues and Research in Women's and Gender Studies (3)
- One course on women and/or gender in multicultural perspective from the following
  - ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)
  - JWST-320 Topics in Jewish Culture (3) (approved topic)
  - SOCY-235/SOCY-235G Women in the Third World 3:2 (3)
  - WGST-350 Interpreting Gender in Culture (3) (approved topic)
  - or another course approved by the program director

**Area of Focus (12 credit hours)**

- 12 credit hours (9 of which must be at the 300 level or above) from one of three options, Arts and Humanities, Social Sciences, or an individually defined theme or issue

*Note:* the same course may not be used to satisfy both the women and/or gender in multicultural perspective requirement (see above) and the Area of Focus requirement.

**Arts and Humanities**

AMST-334 Contemporary American Culture (3) (approved topics)

ARTH-335 Twentieth Century Women Artists of the Americas (3)

ARTH-520 Seminar in Art History (3) (approved topics)

EDU-319 Children's Literature: Multicultural and International Approaches (3)

EDU-565 Gender and Cultural Diversity in School (3)

HIST-220/HIST-220G Women in America 4:2 (3)

HIST-332 Contemporary Historical Studies (3) (approved topics)

HIST-358 Women in America to 1850 (3)

HIST-359 Women in America, 1850 to Present (3)

HIST-379 Topics in African American History:

African American Women: Nineteenth  
Century American Voices (3)

HIST-500 Studies in History (3) (approved topics)

JWST-320 Topics in Jewish Culture (3) (approved topics)

LIT-310 Major Authors (3) (approved topics)

LIT-370 Topics in Women and Gender Studies (3)

PHIL-316 Feminist Philosophy (3)

SPAN-559 Colloquium on Latin America (3) (taught in Spanish) (approved topics)

WGST-350 Interpreting Gender in Culture (3) (approved topics)

or other courses approved by the program director

**Social Sciences**

ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)

COMM-510 Women in Journalism (3)

COMM-534 Race, Gender and the Media (3)

ECON-374 Gender Roles in the Economy (3)

ECON-574 Women in the Economy (3)

GOVT-482 Women and Politics (3)

GOVT-483 Women, Politics, and Public Policy (3)

GOVT-484 Women and Political Leadership (3)

GOVT-485 Topics in Women and Politics (1-4)

GOVT-486 Feminist Political Theory (3)

HFTT-245/HFTT 245G Gender, Culture and Health 4:2 (3)

HFTT-323 Issues in Women's Health (3)

JLS-526 Domestic Violence (3)

JLS-535 Gender and the Law (3)

PSYC-320 Women and Mental Health (3)

PSYC-430 Human Sexual Behavior (3)

PSYC-545 Psychology of Sex Similarities and Differences (3)

SIS-517 Gender and Conflict (3)

SIS-559 Selected Topics in Cross-National Studies (3)  
(approved topics)

SOCY-205/SOCY-205G The Family 4:2 (3)

SOCY-235/SOCY-235G Women in the Third World 3:2 (3)

SOCY-352 Women, Men and Social Change (3)

SOCY-570 Sociology of Gender and Family (3)

SPAN-356 Spanish Topics (3) (taught in Spanish)  
(approved topics)

WGST-225/225G Gender, Politics and Power 4:2 (3)

WGST-350 Interpreting Gender in Culture (3) (approved topics)

or other courses approved by the program director

**Individually Defined Area of Focus**

An individually defined group of four courses (12 credit hours) centered on a particular theme or issue in women's and gender studies, with approval of the program director.

**Electives (9 credit hours)**

- Elective courses focused on women and/or gender studies, to make a total of 39 credit hours, from a list of courses approved each semester by the program director.

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in Women's and Gender Studies, students may enroll in honors colloquia with topics focused on women's and/or gender studies, or may arrange an Honors supplement to a regular course or an Honors independent study in women's and gender studies. All students complete a two-semester senior year Honors sequence in WGST-500 Current Issues and Research in Women's and Gender Studies (with an Honors supplement) and WGST-498 Honors Project in Women's and Gender Studies. The program director advises students in the University Honors Program regarding program options.

**Minor in Women's and Gender Studies**

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

**Course Requirements**

- WGST-125/WGST-125G Gender in Society 4:1 (3)
- WGST-300 Feminist and Gender Theory (3)
- WGST-392 Cooperative Education Field Experience (3) or WGST-491 Internship in Women's and Gender Studies (3)
- 9 credit hours of course work, 6 of which must be at the 300 level or above, from a list of women's studies courses approved by the program director

Consult the program director for each semester's approved course offerings in Women's and Gender Studies.

# Kogod School of Business

- **Administration and Faculty**
- **Undergraduate Programs**
- **Graduate Programs**

**Dean** Richard M. Durand

**Senior Associate Dean for Academic Affairs** Kathleen Getz

**Associate Dean for Administration** Firouz Bahrampour

**Assistant Dean for Budget Administration** Marianne Krell

**Associate Dean for Academic Programs** Lawrence P. Ward

**Senior Director of Enrollment Management** Sonida Smith

**Assistant Director of Graduate Admissions** Kristin Volmar

**Undergraduate Admissions and Marketing Manager**

Judith E. Byers

**Director of Undergraduate Programs** Jesse Boeding

**Undergraduate Academic Advisors**

Katie Boggs, Jonathan Post

**Assistant Directors of Graduate Programs**

Clareta Jackson, Jennifer Helvik

**Director of Programming and Student Activities**

Allison Holcomb

**Academic Assistants** Danielle Anger, Charles Hessler

## *Full-Time Faculty*

**University Professor Emeritus** HE. Striner

**University Professor** H.K. Baker

**Professor Emeritus/a** C.I. Bartfeld, D.R. Brenner, T.V. DiBacco, R.B. Edelman, R. Estes, H. Glazer, LL. Karadbil, P.C. Kumar, A. LaSalle, J. Owens, W.H. Peters, M. Seldin, J.H. Sood

**Professor** J.D. Benjamin, P. Chinloy, W.H. DeLone, G.T. Ford, S.R. Holmberg, D.M. Kharabata, D.C. Martin, M.B. Mazis, T. Mroczkowski, M.P. Sampson, E.A. Wasil, D.T. Williamson

**Associate Professor Emeritus** G.F. Bulmash, J.R. Burns, J.R. Butts, S.H. Ivison, Jr., J. Kokus, Jr., A.C. Perry, R.M. Springer, Jr.

**Associate Professor** A. Adhikari, R.C. Anderson, B.J. Bird, E. Carmel, S.R. Chidamber, F.L. DuBois, A. Duru, H. Elms, K.A. Getz, R. Gibson, C. Goldberg, S.A. Grier, M. Hastak, P.J. Jacoby, R. Khorramshahgol, R.L. Losey, M.A. Mass, A. Mitra, L.E. Riddick, M.A. Robe, V. Selman, J.L. Swasy, R.B. Thompson, R.J. Volkema

**Assistant Professor** J. Allee, M.A. Clark, C. Caglio,

A. Espinosa, S.W. Fowler, R. Hauswald, G. Lee, R.G. Linowes, W. Liu, S. Marcum, N. Melander, J. Oetzel, A. Philipov, D. Post, R.M. Roman, M.S. Waldman, I. Yaveroğlu, Y. Zhang

**Professor in Residence** V. Kvint

**Executive in Residence** J.A. Klein, P. Lewis, B.L. Nelson, R. Sicina

## **Vision, Mission and Objectives**

The Kogod School of Business strives to achieve excellence in all that we do by adhering to the principles and practices that build world-class companies. In this sense, we practice what we teach. Central to our vision is a commitment to seek continuous improvement outcomes, to maintain the highest degree of integrity, to involve all stakeholders—faculty, students, staff, alumni, and practitioners—and to enhance Kogod School's overall achievements and recognition.

The Kogod School of Business provides educational experiences for our students; conducts scholarship for academic and professional audiences; and renders services for academic, professional, and business communities.

In our teaching, we focus on the private sector and provide our students with:

- a foundation within and across the functional areas of business and proficiency in areas of concentration;
- knowledge of and insight into a business environment that is increasingly dominated by global and technological issues and complex interrelationships among other organizations, industries, governments, and their global environments; and
- preparation to be responsible citizens of the world and assume leadership roles in a global business community.

In our intellectual contributions and service, we seek to:

- contribute to improved understanding of business issues relevant to academic, professional, and business audiences; and
- engage those businesses and organizations that will hire our students, support our educational efforts, and consume the research created by our faculty.

Because of the changing nature of educational needs in management, we must remain entrepreneurial, relevant to our markets, and flexible in our strategies. Our mission and current strategy leverage American University's commitment to globalization and our location in Washington, D.C., a world capital and a major technology-rich business community.

For more information: [www.kogod.american.edu](http://www.kogod.american.edu)

### **Accreditation**

The Kogod School of Business is accredited by AACSB International, the Association to Advance Collegiate Schools of Business.

### **Departments and Special Centers**

The school is made up of six departments: Accounting, Finance and Real Estate, International Business, Information Technology, Management, and Marketing. The Accounting Department oversees the instruction of all courses pertaining to accounting, taxation, and business law. The Department of Finance and Real Estate provides courses in finance, financial institutions, managerial economics, and real estate. The Department of International Business offers a variety of international courses that cover all of the business disciplines, including marketing, human resources management, finance, accounting, and trade.

The Department of Information Technology provides instruction in information technology, with particular emphasis on the global dimensions of technology, as well as production/operations management, statistics, strategies for information technology development and use, and management of information technology resources.

The Management Department provides instruction in the areas of human resources, organizational behavior, entrepreneurship, strategy, business and corporate ethics, and global business citizenship. The Department of Marketing teaches courses in consumer behavior, research, advertising and promotion, marketing strategy development, and technology based marketing.

The Center for Marketing Policy Research sponsors research and disseminates information on the effects of government policy on the marketing of goods and services.

The Center for Information Technology and the Global Economy is a leader in the area of business issues at the intersection of information technology and globalization. This is accomplished by supporting scholarly research and dialogue with the practitioner community.

### **Honorary Societies**

The school recognizes both academic and professional achievement by students and alumni through membership in national honorary societies.

Beta Gamma Sigma, founded in 1913, is the honor society for scholars in the field of business and management. It is linked with AACSB International and members elected to the society attain the highest national honor for students in business or management.

The Lambda Nu Chapter of Alpha Kappa Psi Fraternity was installed in Kogod in 1982. The organization is a professional business fraternity dedicated to the principles of professional development, ethical standards, and service in the conduct of business.

### **Student Clubs**

There are numerous student clubs and associations in the Kogod School of Business that support students' academic programs.

#### **Undergraduate**

The Undergraduate Business Association (UBA) serves as a complement to the Kogod educational experience by providing students the opportunity to network, to develop leadership skills, to experience field trips, to be exposed to a wide array of guest speakers, and to compete in the case competition.

The 1955 Club serves as a foundation for Kogod's co-curricular programs by providing students with meaningful opportunities to develop leadership skills. The organization emphasizes personal responsibility, integrity, and professional development. The 1955 Club has two groups: Kogod Envoys serve as program ambassadors, and Peer Mentors provide support to first year student programming.

The Washington Initiative is a service learning program that provides Kogod undergraduates with volunteer opportunities to work on substantial business projects at local non-profits and charitable agencies while earning academic credit. The program challenges students to examine their beliefs and values about business, ethics, and civic responsibility by applying business practices to the community's needs.

The Road Scholars program exposes undergraduate students to the study of business and industry through organized study and travel to destinations worldwide. Through site visits, networking events, and workshops, students experience diverse industries firsthand.

Founded in 1904, Alpha Kappa Psi is a co-ed professional business fraternity. Based on a solid foundation of education and social programs, presentations, community service, and extensive group work, members develop and utilize skills essential not only in today's business world, but also in everyday life.

The American Marketing Association is the student chapter of the world's leading society of marketing professionals. Its purpose is to promote education, assist in career development, and advance the science and ethical practice of marketing.

The Kogod Finance Group manages a successful investment portfolio and focuses on career development in the investment, banking and financial services industries.

The Undergraduate Accounting Club (UAC) provides programming, networking, and support for students interested in pursuing accounting. The UAC also assists students with resources and information about CPA requirements and graduate school.

### **Graduate**

The Graduate Business Association (GBA) provides graduate students a unified voice, encourages participation in decision making, promotes academic excellence, facilitates professional skills development, promotes community service, and enhances the quality of academic and social life.

The Asian MBA Association is a professional club with a vision to provide service, representation, and advocacy for Asian MBA students at the Kogod School of Business. This club holds networking events, speakers and fundraisers to further its mission.

The Black MBA Association is a chapter of the National Black MBA Association and is dedicated to creating profitable partnerships that create and enhance intellectual and economic wealth in the Black community. The organization gains its strength from a strong belief in community and a commitment to its development through economic and educational development initiatives that support the global African-American community.

The Corporate Partnership Committee (CPC) aims to help students find companies of interest to students. The CPC acts as a liaison between the student body and Office of Graduate Career Services to help ensure that Graduate Career Services targets student needs and actively recruits corporate representatives for Kogod events.

Hispanic MBA promotes Hispanic students within the business community and seeks to foster Hispanic leadership within the Kogod community through professional development activities. Club members participate in conferences, networking events and fundraising.

The International Business Student Association (IBSA) brings together scholars and professionals to exchange information and ideas in a multinational and multicultural environment. The association provides leadership in the areas of international business and economic research and practice. It sponsors forums, encourages research collaboration, and supports educational activities of the highest professional quality.

The JD/MBA Club is a professional student organization that works to address the particular rigors that JD/MBA students encounter by providing a support network open to all JD and MBA students interested or pursuing the joint degree.

The Kogod Consulting Group is a student led organization within the Kogod School of Business whose mission is to provide strategic solutions for corporations, nonprofit organizations and government institutions.

The Kogod Entrepreneurs Club is committed to the promotion and practice of entrepreneurship. The club sponsors speakers, forums, and training on presentation and media skills.

The Kogod Finance Group seeks to provide an opportunity for all students at American University to gain out-of-class experience in the finance industry by facilitating interaction between faculty, alumni, students, and professionals in the industry. KFG achieves this mission through active portfolio management, workshops, hosting guest speakers, holding social gatherings, and participation in investment competitions.

The Kogod Women in Business (KWIB) chapter is a member of the National Association of Women MBAs and seeks to promote the education and advancement of women in business by providing support through networking and mentoring opportunities, developing resources and abilities to be successful, and raising awareness through community outreach.

The Marketing Club brings together those individuals who share an interest for the different aspects of marketing with the goal of increasing working knowledge by interchanging experiences. The club holds panels and networking opportunities for members.

MoGIT Club (Management of Global Information Technology) is a student organization designed to augment leadership and education in information technology. It provides a valuable link to the business community, providing exposure and career opportunities in the information technology field.

Net Impact is a network of more than 11,000 new-generation leaders committed to using the power of business to improve the world. Kogod Net Impact members attend conferences, plan community service projects, support local philanthropic events and hold panels on corporate social responsibility.

The Real Estate Club provides graduate students a platform to educate and be involved with different aspects of the real estate industry through site visits, panel discussions, real estate software program training and networking.

### **Study Abroad Programs**

In the spring and fall semesters, undergraduate students have the opportunity to attend the Euro American Institute of Technology (EAI Tech) located in Sophia Antipolis on the French Riviera. Classes at EAI Tech are taught in English and include a wide variety of business core and upper-division courses. Students also have the opportunity to study French and do internships at high-tech international companies. AU Abroad offers a range of options for study abroad in business at several AACSB and Equis accredited international business schools including The Chinese University of Hong Kong, University College Dublin (Ireland), University of Queensland (Australia), Adolfo Ibanez University (Chile), Universiteit Maastricht (Netherlands), and Tec de Monterrey (Mexico).

# Undergraduate Programs

---

The business administration program has a liberal arts-based curriculum with a business core that provides a broad knowledge of business functions while emphasizing the global business environment. In addition to the business core, majors must complete an approved area of specialization. The objectives of the B.S.B.A. program are:

- develop students' intellectual curiosity and the ability to think creatively, reason logically and respect diverse ideas and people;
- a global perspective on business operations and economics;
- An understanding of how goods and services are produced and marketed;
- a foundation in the concepts and applications of accounting, financial analysis, and business finance;
- An understanding of basic management theory and organizational dynamics of the contemporary business enterprise;
- an appreciation of the legal, ethical, and societal dimensions of business decision-making; and,
- an ability to integrate learning across academic disciplines and to develop strategic decision-making skills.

In addition, each student is expected to:

- demonstrate professional competence in oral, written, and interpersonal communication skills in business setting;
- to understand how to use technology and analytical tools to improve efficiency, productivity, problem solving, and communication; and,
- to understand the nature of group dynamics and how teams of diverse individuals work together to analyze and solve business problems.

Several features of the program are important to these goals and distinguish it, including:

- an emphasis on the development of an individual career strategy and the development of professional skill sets;
- an integrated set of courses and co-curricular activities that develop managerial decision making skills;
- extensive opportunities for study abroad, internships (domestic and international), and interaction with international and national agencies that affect domestic and international business practices; and,
- a learning environment composed of skilled faculty and students from all over the world.

## Student Status

The Kogod School of Business has two undergraduate classifications: lower-division (corresponding to the freshman and sophomore years), and upper-division (corresponding to the junior and senior years). In the lower-division, students complete university requirements in college writing and mathematics, the General Education program, and non-business prerequisites (economics, calculus, and statistics) and complete the following

core courses: ACCT-240, ACCT-241, ITEC-200, MGMT-100, and MGMT-201.

In the upper-division, students complete the remainder of the business core as well as course work in an area of specialization. Upper-division standing is defined as 54 credit hours earned and is required for registration in most 300- and 400-level courses.

## Internship Program

Qualified business majors are encouraged to participate in the Internship Program, which provides field experience in jobs related to their academic programs and career goals. The program enables students to make career decisions and prepare for the professional job market while earning degree credit. Positions may be with businesses, local, state, or federal governments or community, social service, or not-for-profit organizations. To earn academic credit, undergraduate students must have completed 12 credit hours in business including the 300-level core course in the relevant Kogod department. The credit earned in an internship course can be used only for a free business elective course, and cannot replace a core or area of specialization course.

## Bachelor of Science in Business Administration (B.S.B.A.)

---

### Admission to the Program

Freshman applicants should have demonstrated above average performance in their college preparatory courses in secondary school. Scores on the SAT or ACT should indicate that the applicant has the potential for success in a rigorous university degree program. Due to the quantitative emphasis of the business administration curriculum, it is strongly recommended that applicants take the SAT II Math test for placement purposes.

In addition to university requirements for transfer admission, transfer applicants to KSB should have a minimum grade point average of 2.50 (on a 4.00 scale). This also applies to students transferring from nondegree status at American University. All B.S.B.A. transfer students are required to take MGMT-458 and at least 18 upper-level credit hours toward their major requirements in residence. Transfer credits for upper-division business courses are subject to validation by the appropriate department chair and may be conditional on successful completion of a more advanced course at American University.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

Curricular Area 4 should be fulfilled by ECON-100G Macroeconomics and ECON-200G Microeconomics.

**Major Requirements**

- A total of 120 credit hours with a cumulative grade point average of 2.00 or higher
- Non-business prerequisite and required courses: 60 credit hours Accreditation standards for business programs require that students complete 50 percent of their total course work outside the Kogod School of Business.

IBUS-200/IBUS-200G and FIN-200/FIN-200G are considered business courses and may not count toward the non-business course requirement even if they are taken for General Education credit.

Students may take more than 60 credit hours of business courses as long as 50 percent of their total credit hours is non-business course work.

- Business core courses: 33 credit hours with grades of C or better (pass/fail grades are not permitted)
- After completing 24 credit hours in business course work, B.S.B.A. students must maintain a minimum cumulative grade point average of 2.0 to be eligible to enroll in KSB courses

- Area of specialization: a minimum of 12 credit hours with grades of C or better (pass/fail grades are not permitted)  
Students should declare an area of specialization before the end of their junior year. All areas of specialization must be approved in advance by the Undergraduate Programs Office. Students must meet the following minimum standards of performance prior to approval:

minimum grade of C in MATH-211 Applied Calculus I and STAT-202 Basic Statistics

minimum grade of C in ECON-100/ECON-100G Macroeconomics and ECON-200/ECON-200G Microeconomics

- Free electives: 15 credit hours
- At least 50 percent of the business credit hours required for the B.S.B.A. must be earned at American University

**Course Requirements**

Students are responsible for fulfilling university and school requirements following a prescribed sequence. The academic counselors in the Kogod School's Undergraduate Programs Office or faculty advisors must be consulted for counseling and advice when preparing class schedules. However, it is the student's responsibility to consult course descriptions to identify course prerequisites and when courses are offered.

**Non-Business Requirements**

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- MATH-211 Applied Calculus I (4)  
*or*  
MATH-221 Calculus I (4) (for students with a stronger background in mathematics)

Students needing to strengthen their quantitative skills should begin with MATH-157 Finite Mathematics: Business.

- STAT-202 Basic Statistics (4)
- 6 credit hours in foreign language or approved international or cross-cultural courses from the following:  
Courses from the School of International Service (SIS)  
Courses from the Department of Language and Foreign Studies, College of Arts and Sciences (CAS)

Curricular Area 3 (Global and Multicultural Perspectives) courses may be used to meet this requirement, but the 6 credit hours must be in addition to those taken to fulfill the General Education Requirement

AU Abroad courses (if not used to fulfill another requirement), international internships, or other approved study abroad programs

**Business Core Courses (33 credit hours)**

- ACCT-240 Principles of Financial Accounting (3)
- ACCT-241 Principles of Managerial Accounting (AT) (3)
- FIN-365 Business Finance (AT) (3)
- IBUS-300 Fundamentals of International Business (C/W) (3)
- ITEC-200 The Edge of Information Technology (AT) (3)
- ITEC-355 Production/Operations Management (AT/C) (3)
- MGMT-100 Business 1.0 (3)  
(students not taking MGMT-100 in their freshman year take a 300- or 400-level course in its place)
- MGMT-201 Global Corporate Citizenship (O) (3)
- MGMT-353 Principles of Organizational Theory, Behavior and Management (W) (3)
- MGMT-458 Business Policy and Strategy (W/O/T) (3)
- MKTG-300 Principles of Marketing (W) (3)

AT = analytical tool emphasis; provides a strong foundation in business analytical software

C = case analysis emphasis; provides growth opportunities for students to evaluate cases

O = oral communication emphasis; assists in the development of oral presentation skills

T = teamwork emphasis; focuses on teamwork and the importance of interpersonal relationship and communication

W = written communication emphasis; develops business writing skills, written assignments account for a significant part of the course grade

### **Area of Specialization**

Business majors select a specialization from the approved specializations listed below or design a custom or interdisciplinary specialization with the approval of their Kogod advisor. Specializations must include a minimum of 12 credit hours at the 300 level or above. Students who choose a second area of specialization must also take a minimum of 12 credit hours in the second specialization.

#### **Accounting (12 credit hours)**

- ACCT-340 Intermediate Accounting I (3)
- ACCT-341 Intermediate Accounting II (3)
- ACCT-345 Cost Accounting and Strategic Cost Management (3)
- ACCT-443 Federal Income Taxation of Individuals and Businesses (3)

#### **Finance (12 credit hours)**

- 12 credit hours from the following:
- FIN-464 Financial Markets and Institutions (3)
- FIN-465 Derivative Securities (3)
- FIN-468 Intermediate Corporate Finance (3)
- FIN-469 Investment Analysis (3)
- FIN-474 Real Estate Finance and Economics (3)
- IBUS-302 International Finance (3)

#### **Information Systems and Technology (12 credit hours)**

- ITEC-455 Requirements Analysis (3)
- ITEC-470 Databases, Data Mining, and Knowledge Management (3)
- 6 credit hours from the following
- ITEC-333 Topics in Information Technology (3)
- ITEC-334 Computer Programming in the Web Era (3)
- ITEC-350 Introduction to Management Information Systems (3)

#### **International Business (12 credit hours)**

- IBUS-301 International Marketing (3)
- IBUS-302 International Finance (3)
- IBUS-402 International Human Resources Management (3)
- IBUS-404 International Accounting and Financial Consulting (3)

#### **International Finance (12 credit hours)**

- FIN-464 Financial Markets and Institutions (3)
- FIN-468 Intermediate Corporate Finance (3)
- IBUS-302 International Finance (3)
- IBUS-404 International Accounting and Financial Consulting (3)

#### **International Management (12 credit hours)**

- IBUS-401 Cultural Environment of International Business (3)
- IBUS-402 International Human Resource Management (3)
- ITEC-454 Fundamentals of Electronic Commerce (3)

- MGMT-386 Entrepreneurship (3)  
**International Marketing (12 credit hours)**
- IBUS-301 International Marketing (3)
- IBUS-408 Export/Import Management (3)
- MKTG-301 Consumer Behavior (W) (3)
- MKTG-302 Marketing Research (C) (3)  
**Management (12 credit hours)**
- MGMT-381 Managing Human Capital (3)
- MGMT-409 Leading High Performance Teams (3)
- 6 credit hours from the following
- MGMT-386 Entrepreneurship (3)
- MGMT-423 Managing Change and Innovation (3)
- MGMT-465 Negotiation (3)
- MGMT-484 Consulting and Project Management (3)  
**Marketing (12 credit hours)**
- MKTG-301 Consumer Behavior (3)
- MKTG-302 Marketing Research (3)
- 6 credit hours from the following
- IBUS-301 International Marketing (3)
- MKTG-311 Internet Marketing (3)
- MKTG-402 Marketing Strategy (3)
- MKTG-411 Advertising and Marketing Communications Management (3)
- MKTG-412 Advertising and Promotion Campaigns (3)
- MKTG-431 Direct Response Marketing (3)  
**Real Estate (12 credit hours)**
- 6 credit hours from the following
- FIN-373 Real Estate Principles and Transactions (3)
- FIN-474 Real Estate Finance and Economics (3)
- FIN-475 Real Estate Management and Development (3)
- 6 credit hours from the following
- FIN-464 Financial Markets and Institutions (3)
- FIN-465 Derivative Securities (3)
- FIN-469 Investment Analysis (3)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon school recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options.

### **Washington Semester in International Business and Trade**

This program draws on the unique environment of Washington, D.C., focusing on the interplay between national government institutions and the business sector. Students study the impact of government policies and actions on international business and trade through seminars with decision makers and

business leaders, internships with organizations in Washington, and research. Students earn undergraduate credits that may be applied toward a bachelor's degree.

#### **Admission to the Program**

The program is open to non-business students at American University and to students of affiliated institutions from across the country. Requirements for admission to the program are: nomination by a faculty representative of the Washington Semester Program; a minimum grade point average of 2.50 (on a 4.0 scale); and at least second-semester sophomore standing.

#### **Course Requirements**

- IBUS-420 International Business and Trade Seminar I (4)
- IBUS-421 International Business and Trade Seminar II (4)
- IBUS-422 International Business and Trade Research Project (4)
 

*or*

an elective course may be substituted for the research project
- IBUS-423 International Business and Trade Internship (4)

### **Minor in Business Administration**

---

The minor is designed to provide coverage of the common body of knowledge in business administration for non-business majors.

#### **Minor Requirements**

- 18 credit hours with grades of C or better, a minimum of 9 credit hours at the 300-level or above, and at least 12 credit hours unique to the minor

#### **Course Requirements**

- ACCT-240 Principles of Financial Accounting (3)
- FIN-365 Business Finance (3) (prerequisite: ACCT-240, ECON-200 Microeconomics and STAT-202 Basic Statistics)
- MGMT-353 Principles of Organizational Theory, Behavior and Management (3)
- MKTG-250 Fundamentals of Marketing and Business for Communications (3)
 

*or*

MKTG-300 Principles of Marketing (3) (prerequisite: ECON-200 Microeconomics)
- 6 credit hours from the following:
  - ACCT-241 Principles of Managerial Accounting (3)
  - IBUS-300 Fundamentals of International Business (3)
  - ITEC-355 Production/Operations Management (3) (prerequisite: ACCT-241, ECON-200 Microeconomics, MATH-211 Applied Calculus I or MATH-221 Calculus I, and STAT-202 Basic Statistics)
  - MGMT-201 Global Corporate Citizenship (3)

### **Minor in Finance**

---

The minor in finance provides non-business majors with an understanding of key finance concepts. Through case studies

and company projects, students learn how to apply these concepts to real-life situations. Students also gain insight on financial markets and their wide-ranging impacts.

#### **Minor Requirements**

- 19–22 credit hours with grades of C or better, a minimum of 9 credit hours at the 300-level or above, and at least 12 credit hours unique to the minor

#### **Course Requirements**

- ACCT-240 Principles of Financial Accounting (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3) *and* ECON-200/ECON-200G Microeconomics 4:2 (3)
 

*or*

an economics course covering the fundamentals of business economics (3)
- FIN-365 Business Finance (3)
- STAT-202 Basic Statistics (4)
- 6 credit hours from the following:
  - FIN-464 Financial Markets and Institutions (3)
  - FIN-465 Derivative Securities (3)
  - FIN-469 Investment Analysis (3)
  - IBUS-302 International Finance (3)

### **Minor in Information Systems and Technology**

---

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- ITEC-200 The Edge of Information Technology (3)
- ITEC-333 Topics in Information Technology (3)
- ITEC-334 Computer Programming in the Web Era (3)
- ITEC-350 Introduction to Management Information Systems (3)
- ITEC-455 Requirements Analysis (3)
- ITEC-470 Databases, Data Mining, and Knowledge Management (3)

### **Minor in Marketing**

---

The minor in marketing provides non-business majors with a thorough understanding of the fundamental concepts of marketing and how to apply these concepts through case studies and company and non-profit organization projects. Students also gain an understanding of consumer behavior, along with the knowledge and tools needed to coordinate marketing elements into integrated campaigns.

#### **Minor Requirements**

- 18 credit hours with grades of C or better, a minimum of 9 credit hours at the 300-level or above, and at least 12 credit hours unique to the minor

**Course Requirements**

- MKTG-250 Fundamentals of Marketing and Business for Communications (3)
- 15 credit hours from the following:
  - MKTG-301 Consumer Behavior (3)
  - MKTG-302 Marketing Research (3)
  - MKTG-311 Internet Marketing (3)
  - MKTG-391 Internship in Marketing (3)
  - MKTG-411 Advertising and Marketing Communications Management (3)
  - MKTG-412 Advertising and Promotion Campaigns (3)
  - MKTG-431 Direct Response Marketing (3)

**Minor in Real Estate**

The real estate minor is designed to provide non-business majors with a thorough understanding of real estate principles and enable them to apply them to actual circumstances using case studies and company projects, as well as to understand real estate markets and the factors influencing their behavior.

**Graduate Programs****Internship for Credit Program**

Graduate students may earn elective credit for internships that are related to their academic program and their career goals. These positions are full or part time and are usually with businesses, state or federal governments, or not-for-profit organizations. Students who elect to do an internship for credit will be assigned a faculty member who will guide and evaluate the students' learning process.

To be eligible for an internship for credit, students must be in good academic standing (at least a 3.0 GPA) and M.B.A. students must have completed 12 credit hours of the required core course work. Before students apply they must obtain appropriate signatures from their academic advisors (international students also need approval from International Student & Scholar Services), and provide a position description from the employer. All internships are reviewed and approved for credit by the faculty advisor. Students are required to demonstrate what they have learned through written papers or reports. Specific requirements are set by the faculty in the syllabus. Students doing an internship for credit must work a minimum of 10 hours per week for at least 12 weeks. Students register after they are selected for a position by an employer and have all the necessary forms completed. A maximum of 3 internship credit hours, taken as elective credit, may be applied toward a student's degree program requirements. Students will be graded on a pass/fail basis.

**Minor Requirements**

- 18 credit hours with grades of C or better, a minimum of 9 credit hours at the 300-level or above, and at least 12 credit hours unique to the minor

**Course Requirements**

- ACCT-240 Principles of Financial Accounting (3)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
  - or*
  - ECON-200/ECON-200G Microeconomics 4:2 (3)
- FIN-365 Business Finance (3)
- 6 credit hours from the following
  - FIN-373 Real Estate Principles and Transactions (3)
  - FIN-474 Real Estate Finance and Economics (3)
  - FIN-475 Real Estate Management and Development (3)
- 3 credit hours from the following
  - FIN-464 Financial Markets and Institutions (3)
  - FIN-465 Derivative Securities (3)
  - FIN-469 Investment Analysis (3)

**Master of Business Administration (M.B.A.)**

The goal of the M.B.A. program is to develop practical business managers with both the analytical ability and managerial skills to be able to succeed in the complex, technical arena of world-wide businesses today and in the future.

The M.B.A. program contains within its required curriculum the business perspectives and core areas required by AACSB. The M.B.A. is a broad, general management program with the opportunity for emphasis in two business fields.

**Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must have earned a satisfactory score on the Graduate Management Admission Test (GMAT) and a satisfactory grade point average for the last 60 hours of academic work from a Council on Postsecondary Accreditation (COPA) regionally-accredited institution.

Applicants whose first language is not English are also required to take the TOEFL (Test of English as a Foreign Language) and demonstrate English language proficiency.

Students are admitted to the M.B.A. program starting in August or January. Full-time students generally take between 12 and 15 credit hours per semester, which allows for completion of the degree in four semesters. Within the limits of prerequisites and course availability, part-time students may move through the program at their own pace.

**Degree Requirements**

- 51 credit hours of approved graduate course work including 31.5 credit hours of required core and advanced breadth courses and 19.5 credit hours in one or two career tracks and electives.

Up to 9 credit hours of course work may be waived from ACCT-607, FIN-605, and ITEC-610 if students have taken equivalent course work at the undergraduate level in the past seven years, received grades of B or better, and pass an examination during orientation for each course waived. Any courses waived by special exception beyond the 9 credits are waived with replacement of an equal number of credits of other course work.

Up to 9 credit hours earned at another AACSB-accredited MBA program may be transferred and applied to the Kogod MBA requirements.

A minimum of 30 credits taken in residence from the Kogod School of Business is required for the M.B.A.

M.B.A. students may take a maximum of 6 credit hours in 500-level courses or graduate courses which meet concurrently with undergraduate courses.

Intensive writing requirement:

- MGMT-624 Applied Strategic Management in a Global Environment (3)

- One of the following

ACCT-623 Business Law (3)

ACCT-685 Topics in Accounting:

Legal Issues for the Global Manager (3)

IBUS-618 Manager in the International Economy (3)

MGMT-622 Business, Ethics, and Society (3)

MGMT-685 Topics in Management:

Global Business Citizenship (3)

All courses for this requirement must be taken in residence at Kogod with a grade of B or better.

- Orientation requirement: All students are required to participate in the M.B.A. Preparation Program prior to the start of classes in their first semester.

**Course Requirements****Core (18 credit hours)**

- ACCT-607 Accounting Concepts and Applications (3)

- FIN-605 Managerial Economics (3)

- FIN-614 Financial Management (3)

- ITEC-610 Applied Managerial Statistics (3)

- MGMT-609 Organizational Behavior and Human Resource Management (3)

- MKTG-612 Marketing Management (3)

**Advanced Breadth (13.5 credit hours)**

- IBUS-618 Manager in the International Economy (3)

- ITEC-612 Applied Production and Operations Management (1.5)

- ITEC-616 Management Information Systems (3)

- MGMT-624 Applied Strategic Management in a Global Environment (3)
- One of the following  
MGMT-622 Business, Ethics, and Society (3)  
or  
MGMT-685 Topics in Management:  
Global Business Citizenship (3)
- ACCT-623 Business Law (3)  
or  
ACCT-685 Topics in Accounting:  
Legal Issues for the Global Manager (3)

**MBA Career Tracks and Electives (19.5 credit hours)**

- 9-12 credit hours in a career track
- remaining credit hours in a second career track or electives  
A maximum of 3 credit hours may be taken in an internship for elective credit (see internship for credit program, above)
- Accounting (9 credit hours)

The Accounting career track offers a breadth of knowledge in accounting and management. Students learn a wide array of techniques that contribute to careers in consulting, finance, and general management and upon completion of the program will possess the basic conceptual knowledge of accounting as well as insights into the nature, limitations, interpretations, and uses of financial information and technology necessary for corporate valuation and management.

- 9 credit hours chosen in consultation with the department chair from the following:

ACCT-547 Advanced Financial Reporting (3)

ACCT-549 Contemporary Assurance and Audit Services (3)

ACCT-560 Governmental and Not-for Profit Accounting (3)

ACCT-604 Tax Planning for Individuals and Business Enterprises (3)

ACCT-641 Corporate Financial Reporting (3)

ACCT-650 Accounting Information Systems (3)

ACCT-670 International Accounting (3)

ACCT-725 Modern Management Control Systems (3)

ACCT-760 Advanced Auditing and Professional Practice (3)

ACCT-770 Current Topics in Accounting (1.5)

ACCT-780 Seminar in Accounting Theory (3)

Graduate taxation courses

ACCT-630 Legislative and Judicial Foundations of Income Tax (3)

ACCT-631 Tax Research and Procedure (3)

ACCT-632 Estate and Gift Tax (3)

ACCT-740 Taxation of Corporations (3)

ACCT-741 State and Local Taxation (3)

ACCT-742 Special Tax Topics (3)

ACCT-743 International Taxation (3)

ACCT-745 Employee Benefit Tax Planning (3)

ACCT-746 Taxation of Real Estate Transactions (3)

ACCT-747 Taxation of Pass-Through Entities (3)

ACCT-750 Tax Policy (3)

ACCT-751 Seminar in Business Tax Planning (3)

**ACCT-752 Seminar in Family Financial Planning (3)****Asset Management (12 credit hours)**

In this track students learn to value a wide range of individual assets and to form and manage portfolios of these assets. Students with this training will be well equipped to work as an investment analyst or trader for an investment house, mutual fund, retirement fund, insurance company, or trading firm.

- FIN-672 Investment Analysis and Portfolio Management (3)
- FIN-674 Derivatives and Risk Management (3)
- FIN-677 Financial Statement Analysis (1.5)
- FIN-685 Topics in Finance and Real Estate (1.5)
- 3 credit hours from one of the following:

**Real Estate and/or Venture Capital**

- ACCT-685 Topics in Accounting (1.5)
- FIN-676 Financial Institutions (1.5)
- FIN-685 Topics in Finance and Real Estate (1.5)
- FIN-730 Real Estate and Principles and Investment (3)
- FIN-734 Real Estate Development (3)
- STAT-522 Time Series Analysis (3)

**Money Management**

- ACCT-641 Corporate Financial Reporting (3)
- ACCT-685 Topics in Accounting (1.5)
- FIN-673 Corporate Valuation and Financial Strategy (3)
- FIN-685 Topics in Finance and Real Estate (1.5)
- IBUS-700 International Finance (3)
- STAT-522 Time Series Analysis (3)

**Consulting (12 credit hours)**

Provides students with some of the fundamental training, frameworks, and techniques used by leading consulting firms and the opportunity to work with practicing consultants in the classroom. Students specialize in one of three consulting areas: information technology, international business, or management consulting.

**Information Technology**

- MGMT-626 Consulting Practice and Methodology (3)
- ITEC-630 System Requirements and Design for Managers (3)
- ITEC-643 Consulting Project and the Enterprise Process (3)
- 3 credit hours from the following
  - ITEC-640 Global Connectivity (1.5)
  - ITEC-641 Global Collaborative Technology and Virtual Teams (1.5)
  - ITEC-652 Strategic Management of Global Information Systems (1.5)
  - ITEC-656 Topics in Management of Global Information Technology (1.5)
  - ITEC-658 International Electronic Commerce (1.5)
  - ITEC-666 Information Security Technology and Management (1.5)

**International Business**

- MGMT-626 Consulting Practice and Methodology (3)
- IBUS-702 Strategic Management of Multinational Corporations (1.5)
- ITEC-643 Consulting Project and the Enterprise Process (3)
- 3 credit hours from the following
  - IBUS-685 Topics in International Business (1.5)
  - IBUS-705 Export/Import Management (1.5)
  - IBUS-740 Project Finance in Developing and Transitional Economies (1.5)
  - IBUS-741 International Technology Transfer (1.5)
  - IBUS-742 Analysis of International Business Expansion: A Consulting Experience (1.5)

**Management**

- ITEC-643 Consulting Project and the Enterprise Process (3)
- MGMT-611 Change and Innovation (3)
- MGMT-626 Consulting Practice and Methodology (3)
- 3 credit hours from the following
  - MGMT-665 Negotiations (1.5-3)
  - MGMT-666 Strategic Alliances and New Enterprises (1.5)
  - MGMT-685 Topics in Management (1.5-3)

**Corporate Finance: Investment Banking (12 credit hours)**

In this track students prepare for careers in the financial services industry, specifically within investment banking with specializations in either corporate finance and private equity, or trading and sales. The broad range of courses allows students to acquire the requisite skills, quantitative expertise, and institutional knowledge to succeed in this competitive work environment.

- FIN-671 Advanced Financial Management (3)
- FIN-673 Corporate Valuation and Financial Strategy (3)
- FIN-677 Financial Statement Analysis (1.5)
- 4.5 credit hours from one of the following:

**Corporate Finance and Private Equity**

- FIN-672 Investment Analysis and Portfolio Management (3)
- FIN-674 Derivatives and Risk Management (3)
- FIN-685 Topics in Finance and Real Estate (1.5)

**Trading and Selling**

- ACCT-685 Topics in Accounting (1.5)
- ECON-522 Econometrics (3)
- FIN-672 Investment Analysis and Portfolio Management (3)
- FIN-674 Derivatives and Risk Management (3)
- FIN-680 Investment Banking (1.5)
- FIN-685 Topics in Finance and Real Estate (1.5)
- IBUS-700 International Finance (3)

### **Corporate Finance: Commercial Banking (10.5 credit hours)**

Prepares students for a career path which leads to senior executive positions in banking and senior executive positions in the corporate finance function of companies.

- FIN-677 Financial Statement Analysis (1.5)
- FIN 682-Managing Depository Institutions (1.5)
- IBUS-701 International Banking (1.5)
- 6 credit hours from the following:  
ACCT-670 International Accounting (3)  
FIN 673 Corporate Valuation and Financial Strategy (3)  
FIN-674 Derivatives and Risk Management (3)  
IBUS-700 International Finance (3)  
MGMT-665 Negotiations (3)

### **Corporate Finance: Corporate Financial Management (12 credit hours)**

Prepares students for positions in this field in the finance function of entrepreneurial and mid- and large sized companies.

- ACCT-725 Modern Management Control Systems (3)
- FIN-671 Advanced Financial Management (3)
- 6 credit hours from the following:  
ACCT-670 International Accounting (3)  
FIN-672 Investment Analysis and Portfolio Management (3)  
FIN-673 Corporate Valuation and Financial Strategy (3)  
FIN-674 Derivatives and Risk Management (3)  
IBUS-700 International Finance (3)  
IBUS-701 International Banking (1.5)

### **Entrepreneurship (9 credit hours)**

Provides students with the opportunity to behave like an entrepreneur in employee and management roles and the tools for starting, managing, and growing a business. Students learn how to work with closely-held businesses and how to assess start-ups as potential vendors and investments.

- MGMT-661 New Venture Creation (3)
- MGMT-662 Managing Small and Growing Organizations (1.5)
 

*or*
- MGMT-663 Managing a Family Business (1.5)
- 4.5 credit hours from the following:  
FIN-685 Topics in Finance and Real Estate (1.5)  
MGMT-662 Managing Small and Growing Organizations (1.5)
 

*or*
- MGMT-663 Managing a Family Business (1.5)
- MGMT-665 Negotiations (3)
- MGMT-666 Strategic Alliances, Mergers and Acquisitions (1.5)
- MGMT-685 Topics in Management (1.5-3)

### **Global Emerging Markets (12 credit hours)**

This track is designed to give students the skills and tools to understand and do business in and with emerging market coun-

tries and companies. Three specializations share a common core of required courses and provide students with the opportunity to pursue specialized functional courses in finance or information technology: Doing Business in Global Emerging Market (for students who wish to develop specialized regional and country expertise and foreign language skills), Global Emerging Market and Information Technology (for students who wish to be involved in outsourcing and electronic commerce), and Global Emerging Market and Finance.

### **Global Emerging Markets: Business**

- IBUS-746 Global Emerging Market (3)
- IBUS-748 Management in Emerging Markets (1.5)
- 1.5 credit hours from the following:  
IBUS-685 Topics in International Business(1.5)  
IBUS-741 International Technology Transfer (1.5)  
IBUS-742 Analysis of International Business Expansion: A Consulting Experience (1.5)
- 6 credit hours from the following:  
IBUS-744 International Dimensions of Management: Study Abroad Project (3)  
SIS-539 Comparative Development Strategies (3)  
SIS-579 Selected Regional and Country Studies (3) (topics)  
Approved graduate foreign language course (3)

### **Global Emerging Markets: Finance**

- IBUS-746 Global Emerging Market (3)
- IBUS-748 Management in Emerging Markets (1.5)
- 1.5 credit hours from the following:  
IBUS-685 Topics in International Business (1.5)  
IBUS-741 International Technology Transfer (1.5)  
IBUS-742 Analysis of International Business Expansion: A Consulting Experience (1.5)
- 6 credit hours from the following:  
ACCT-670 International Accounting (3)  
FIN-681 Financial Intermediation in Emerging Markets (1.5)  
IBUS-700 International Finance (3)  
IBUS-701 International Banking (1.5)  
IBUS-740 Project Finance in Developing and Transitional Economies (1.5)

### **Global Emerging Markets: Information Technology**

- IBUS-746 Global Emerging Market (3)
- IBUS-748 Management in Emerging Markets (1.5)
- 1.5 credit hours from the following:  
IBUS-685 Topics in International Business(1.5)  
IBUS-741 International Technology Transfer (1.5)  
IBUS-742 Analysis of International Business Expansion: A Consulting Experience (1.5)
- 6 credit hours from the following:  
ITEC-643 Consulting Project Management and the Enterprise Process (3)

**IIEC-654 Nations, Policy, and Information**

Technology (1.5)

**IIEC-656 Topics in Management of Global Information Technology (1.5)****IIEC-658 International Electronic Commerce (1.5)****International Trade and Global Supply Chain Management (9 credit hours)**

Designed to provide students with the knowledge and skills required for the effective management of the global trade and supply chain operations of the multinational enterprise. Students obtain knowledge of supply chain management, purchasing and logistics operations, market entry strategies, export-import management, technology transfer and other relevant international business areas.

- IBUS-703 Global Market Entry Strategies (3)
- IBUS-705 Export-Import Management (1.5)
- IBUS-745 Global Supply Chain Management (3)
- 1.5 credit hours from the following:
  - IBUS-701 International Banking (1.5)
  - IBUS-741 International Technology Transfer (1.5)
  - IBUS-742 Analysis of International Business Expansion: A Consulting Experience (1.5)
- IBUS-743 International Advertising and Branding Strategy (1.5)
- IIEC-656 Topics in Management of Global Information Technology (1.5)

**Marketing Management (9 credit hours)**

This track offers students the opportunity to apply key marketing concepts to "real life" situations by case studies and projects for profit and non-profit organizations. It prepares students for a variety of marketing management fields, including advertising, sales promotion, media planning, account management, internet marketing, and brand management. Students gain a thorough understanding of key marketing concepts such as target market selection, positioning, new product/service development, distribution strategies, pricing strategies, and promotional strategies.

- MKTG-765 Brand Strategy (3)
- MKTG-764 Survey Methods in Marketing Research (1.5)  
*or*  
MKTG-766 Qualitative Methods in Marketing Research (1.5)
- 4.5 credit hours from the following:
  - MKTG-750 Internet Marketing Management (1.5)
  - MKTG-754 Database Marketing (1.5)
  - MKTG-755 Geodemographic Market Analysis (1.5)
  - MKTG-761 Buyer Behavior (1.5)
  - MKTG-762 Integrated Marketing Communication (3)
  - MKTG-764 Survey Methods in Marketing Research (1.5)  
*or*  
MKTG-766 Qualitative Methods in Marketing Research (1.5)

**Marketing Research (9 credit hours)**

Designed to prepare students for careers in the marketing research field, either with marketing research suppliers or with companies that use research to improve marketing decision making. Students learn the psychological foundations of buyer behavior, the principles of designing survey questionnaires, the fundamentals of analyzing survey data, and the appropriate use of statistical techniques and computer software to analyze research data.

- MKTG-761 Buyer Behavior (1.5)
- MKTG-764 Survey Methods in Marketing Research (1.5)
- 3 credit hours from the following
  - MKTG-754 Database Marketing (1.5)
  - MKTG-755 Geodemographic Market Analysis (1.5)
  - MKTG-766 Qualitative Methods in Marketing Research (1.5)
- 3 credit hours from the following
  - STAT-515 Regression (3) (prerequisite: STAT-514 or equivalent)
  - STAT-516 Design of Experiments (3) (prerequisite: STAT-514 or equivalent)
  - STAT-520 Applied Multivariate Analysis (3) (prerequisite: STAT-514 or equivalent)
  - STAT-521 Analysis of Frequency Data (3) (prerequisite: STAT-514 or equivalent)

**Real Estate (9 credit hours)**

This career track offers courses including real estate principles, residential and commercial real estate mortgage markets, and real estate development. KSB maintains and actively promotes strong contacts with local professional associations including the Washington, D.C. Association of Realtors, the Appraisal Institute and the secondary mortgage market.

- 9 credit hours from the following
  - ACCT-746 Taxation of Real Estate Transactions (3)
  - FIN-671 Advanced Financial Management (3)
  - FIN-676 Financial Institutions (1.5)
  - FIN-730 Real Estate and Principles and Investment (3)
  - FIN-732 Residential Real Estate and Mortgage Markets (1.5)
  - FIN-733 Commercial Real Estate and Mortgage Markets (3)
  - FIN-734 Real Estate Development (3)

**Taxation (12 credit hours)**

Provides students with the skills required to work in the tax departments of public accounting firms and large corporations.

- ACCT 630 Legislative and Judicial Foundations in Taxation (3)
- ACCT 631 Tax Research and Procedure (3)
- ACCT 740 Corporate Income Taxation (3)
- ACCT 747 Taxation of Pass-Through Entities (3)

### **Career Advancement Track in Leadership (9 credit hours)**

Intended for students who are pursuing an MBA for purposes of career advancement (promotion to leadership positions within their current functional areas) rather than career change (moving into business careers, or switching functional areas).

- MGMT 611 Change and Innovation (3)
- MGMT 664 Leadership: Exploring Styles and Developing Competencies (3)
- 3 credit hours from the following:  
MGMT-634 High-Performing Teams (1.5)  
MGMT-665 Negotiations (3)  
MGMT-685 Topics in Management (1.5-3)

## **Master of Business Administration and J.D.**

---

### **Admission to the Program**

Applicants must satisfy the admission requirements of both the Kogod School of Business and Washington College of Law before being admitted to the program. However, students who have been admitted to Washington College of Law will not be required to take the GMAT.

### **M.B.A. Degree Requirements**

- 51 credit hours of approved graduate course work including 31.5 credit hours of required courses and 19.5 credit hours of electives.

Up to 9 credit hours of course work may be waived from ACCT-607, FIN-605, and ITEC-610 if students have taken equivalent course work at the undergraduate level in the past seven years, received grades of B or better, and pass an examination during orientation for each course waived. Any courses waived by special exception beyond the 9 credits are waived with replacement of an equal number of credits of other course work.

Up to 9 credit hours earned at another AACSB-accredited M.B.A. program (or the University of Paris-Dauphine) may be transferred and applied the Kogod MBA requirements.

A minimum of 30 credits taken in residence from the Kogod School of Business is required for the M.B.A.

J.D./MBA dual degree policy requires students to defer taking 12–15 credit hours of M.B.A. course work, depending on the number of M.B.A. courses waived, until completion of the J.D. degree.

### **Course Requirements**

#### **Core (18 credit hours)**

- ACCT-607 Accounting Concepts and Applications (3)
- FIN-605 Managerial Economics (3)
- FIN-614 Financial Management (3)
- ITEC-610 Applied Managerial Statistics (3)
- MGMT-609 Organizational Behavior and Human Resource Management (3)

- MKTG-612 Marketing Management (3)
- Advanced Breadth (13.5 credit hours)**
- IBUS-618 Manager in the International Economy (3)
- ITEC-612 Applied Production and Operations Management (1.5)
- ITEC-616 Management Information Systems (3)
- MGMT-622 Business, Ethics, and Society (3)
- or**
- ACCT-623 Business Law (3) (may be waived for JD/MBA students)
- MGMT-624 Applied Strategic Management in a Global Environment (3)

#### **Areas of Concentration and Electives (19.5 credit hours)**

- 9 credit hours in an area of concentration
- 10.5 credit hours in law concentration from J.D. course work

### **J.D. Degree Requirements**

- 86 credit hours

The Washington College of Law may give up to a maximum of 6 credit hours toward the J.D. for courses taken at the Kogod School, provided they are approved by the Joint Washington College of Law-Kogod School of Business Committee.

## **Master of Business Administration and Master of Laws in International Legal Studies (L.L.M.)**

---

Graduates receive an M.B.A. from the Kogod School of Business (KSB) and an L.L.M. from the Washington College of Law (WCL). Neither degree will be awarded until all requirements for both degrees are completed.

### **Admission to the Program**

Applicants must satisfy the admission requirements of both the Kogod School of Business and Washington College of Law before being admitted to the program. Students must have completed their law degree at a U.S. law school accredited by the American Bar Association or at a foreign law school with equivalent standards. Admission to the M.B.A. requires an interview, a separate personal statement, additional letters of recommendation, and a GMAT score.

Students in the M.B.A./L.L.M. dual degree program pay tuition and fees according to the WCL schedule.

### **Degree Requirements**

- 52 credit hours including 36 credit hours of approved graduate course work from KSB and 16 credit hours of approved WCL course work
- The first semester in the program must be spent as a full-time L.L.M. student.

**M.B.A. Degree Requirements**

- 36 credit hours of approved graduate course work including 28.5 credit hours of required courses and 7.5 credit hours of electives; 1.5 credit hours may be taken in an internship as elective credit.

**Course Requirements****Core (18 credit hours)**

- ACCT-607 Accounting Concepts and Applications (3)
  - FIN-605 Managerial Economics (3)
  - FIN-614 Financial Management (3)
  - IIEC-610 Applied Managerial Statistics (3)
  - MGMT-609 Organizational Behavior and Human Resource Management (3)
  - MKTG-612 Marketing Management (3)
- Advanced Breadth (10.5 credit hours)**
- IBUS-618 Manager in the International Economy (3)
  - IIEC-612 Applied Production and Operations Management (1.5)
  - IIEC-616 Management Information Systems (3)
  - MGMT-624 Applied Strategic Management in a Global Environment (3)
- Electives (7.5 credit hours)**

**L.L.M. Degree Requirements**

- 16 credit hours including two research papers; LAW-580 Introduction to American Legal Institutions (for students with civil law backgrounds); English for Lawyers (for students who need extra practice with English); no internship credit may be applied toward the L.L.M.

**M. S. in Accounting**

The M.S. in Accounting (M.S.A.) degree provides advanced study for students with undergraduate accounting degrees who seek a fifth year of professional education to satisfy 150-hour CPA licensure requirements. In addition, the program is sufficiently flexible to prepare both students with non-accounting undergraduate business degrees and those with non-business undergraduate degrees for accounting careers in a variety of organizational settings. The program may be completed on a full- or part-time basis.

**Admission to the Program**

In addition to meeting the university requirements for graduate study, applicants must have earned a satisfactory score on the Graduate Management Admission Test (GMAT) and must have earned a satisfactory grade point average for the last 60 hours of academic work from a Council of Postsecondary Accreditation (COPA) regionally-accredited institution. Applicants whose first language is not English are also required to

take the TOEFL (Test of English as a Foreign Language) and demonstrate English language proficiency.

**Degree Requirements**

- 30 credit hours including a minimum of 15 credit hours in graduate accounting course work and 15 credit hours in graduate business or accounting electives.

Across bachelor and M.S. in Accounting degrees combined, students must complete at least 27 credit hours in accounting, in addition to specific business core courses. Students entering the M.S.A. program with undergraduate accounting degrees can typically satisfy M.S.A. degree requirements by completing 15 graduate accounting hours. The remaining 15 credit hours can be used to develop complementary expertise in a related field or specialized expertise in financial reporting and assurance or taxation.

Students with non-accounting undergraduate degrees may be required to use the 15 credit hour elective component to meet overall accounting requirements.

Students entering the program with non-business undergraduate degrees may be required to complete graduate course work in managerial economics, financial management, managerial statistics, and principles of accounting, potentially increasing total M.S.A. course requirements to a maximum of 36 graduate credit hours.

On admission to the program, students will consult with the program director to design an approved program of study that meets both overall program goals and individual academic and professional objectives.

**Course Requirements**

- ACCT-607 Accounting Concepts and Applications (3)
- FIN-605 Managerial Economics (3)
- FIN-614 Financial Management (3)
- IIEC-610 Applied Managerial Statistics (3)

Students with undergraduate degrees from AACSB-accredited business programs are presumed to have satisfied this requirement. All or part of this requirement may be waived for other students who have completed courses in principles in accounting, microeconomics, financial management, and/or statistics.

- ACCT-608 Cost Accounting (3)
  - or*
  - 6 credit hours of intermediate financial accounting
- ACCT-641 Corporate Financial Reporting (3)
  - or*
  - 3 credit hours of intermediate managerial accounting
- 3 credit hours in each of taxation, auditing, and business law

## M. S. in Information Technology Management

---

The Master of Science in Information Technology Management (MSITM) program targets “career enhancers” who want to pursue leadership positions in information technology (IT). The program blends topics from IT with relevant business practice and also emphasizes management skill development. The goal of the MSITM program is to educate IT practitioners to be prepared to procure, develop, deploy, and manage international, enterprise-wide information systems and information technology services.

### Admission to the Program

In addition to meeting the university requirements for graduate study, applicants must have earned a satisfactory score on the Graduate Management Admission Test (GMAT), must have earned a satisfactory grade point average for the last 60 hours of academic work from a Council of Postsecondary Accreditation (COPA) regionally-accredited institution, must have taken undergraduate courses in economics, statistics and at least one other college-level mathematics course such as applied calculus, and must understand information technology (IT) system development concepts as they relate to contemporary programming languages or system development tools. Applicants must have three or more years of work experience in an IT-related field. Admission is for the fall semester only.

### Degree Requirements

- 30 credit hours consisting of six 3-credit courses, six 1.5-credit modules and 3 credit hours of approved electives
- The research requirement is fulfilled by completing ITEC-708 and ITEC-711 with grades of B or better

### Course Requirements

- ITEC-700 Information Systems Organization and Information Technology Staffing (3)
- ITEC-701 Architectures and Infrastructures for Delivering Information Technology Services (1.5)
- ITEC-702 Quantitative Methods for Information Technology Managers (1.5)
- ITEC-703 Distributed Database Management (3)
- ITEC-704 Finance and Accounting for Information Technology Managers (3)
- or
- FIN-630 Financial Analysis: Concepts and Applications (3)
- ITEC-705 Information Technology Systems Analysis and Design (3)
- ITEC-707 Information Technology Operations Management (1.5)
- ITEC-708 Information Technology Systems Engineering and Project Management (3) (with a grade of B or better)
- ITEC-709 Business Development and Marketing for Information Technology Management (1.5)

- ITEC-710 Managing the Global Information Technology Organization (1.5)
- ITEC-711 Information Services Delivery Principles for Information Technology Managers (3) (with a grade B or better)
- ITEC-712 Information Security Management (1.5)
- 3 credit hours of graduate electives as approved by the student's advisor

## M. S. in Management

---

The Master of Science in Management (M.S.M.) program provides graduate business management education for students to develop their analytical, business, and management skills. The M.S.M. is a one-year graduate business program which encompasses business perspectives required by by AACSB International, the Association to Advance Collegiate Schools of Business.

### Admission to the Program

In addition to meeting the university requirements for graduate study, applicants must have earned a satisfactory score on the Graduate Management Admission Test (GMAT) and must have earned a satisfactory grade point average for the last 60 hours of academic work from a Council of Postsecondary Accreditation (COPA) regionally-accredited institution. Applicants whose first language is not English are also required to take the TOEFL (Test of English as a Foreign Language) and demonstrate English language proficiency.

### Degree Requirements

- 30 credit hours of graduate course work
- The research requirement is fulfilled by completing the following courses with grades of B or better:  
IBUS-636 Global Strategy and Management  
MGMT-633 Leading People and Organizations  
MGMT-635 Ethics, Social Responsibility and Governance
- Orientation requirement: All students are required to participate in the orientation to business program prior to the start of classes.

### Course Requirements

#### Core Courses (18 credit hours)

- FIN-630 Financial Analysis: Concepts and Applications (3)
- IBUS-636 Global Strategy and Management (1.5)
- IBUS-637 Cross-Cultural Management (1.5)
- ITEC-631 Operations and Information Management (3)
- MGMT-633 Leading People and Organizations (3)
- MGMT-634 High-Performing Teams (1.5)
- MGMT-635 Ethics, Social Responsibility and Governance (1.5)
- MKTG-632 Fundamentals of Marketing (3)

**Elective Courses (12 credit hours)**

- 12 credit hours in graduate course work as approved by the program director and selected from Kogod graduate courses or graduate courses offerings from other American University teaching units, subject to any prerequisites. With approval, M.S.M. students may earn elective credit for an internship during the final semester of their program.

**M.S. in Taxation**

The M.S. in Taxation provides a professionally-oriented specialty master's degree focusing on federal income taxation. It is designed to advance students' careers and broaden their options with skills in specialized areas and comprehensive expertise in the field of taxation. Most students are CPAs engaged in public or private tax practice, employed by the government, "big 4," regional, and local CPA firms, and a variety of private sector organizations. These students contribute to a very challenging, practical, and professional study of taxation. This convenient yet demanding program facilitates opportunities with the largest professional service organizations in the world, enhances flexible career paths, and creates opportunities for starting businesses.

**Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must have earned an undergraduate bachelor's degree in business administration from a Council on Post Secondary Accreditation (COPA) regionally-accredited institution with a satisfactory grade point average for the last 60 credit hours and a satisfactory score on the Graduate Management Admission Test (GMAT). Students who have successfully completed the CPA examination may substitute it for the GMAT.

Applicants must demonstrate satisfactory completion of course work equivalent to the Common Body of Knowledge for undergraduate business education as currently defined by AACSB International—the Association to Advance Collegiate Schools of Business. In addition, applicants must have completed two semesters of intermediate accounting, and one semester of

business law, federal income taxation, and macroeconomics. Any deficiencies in these prerequisite courses must be completed at the graduate level at American University after admission to the program, in addition to other program requirements. M.S. in Taxation students are subject to the same mathematics competency requirements as M.B.A. students.

**Degree Requirements**

- 30 credit hours including two required core tax courses (6 credit hours), a research component (6 credit hours), and six elective tax courses (18 credit hours)

**Course Requirements****Core Tax Courses (6 credit hours)**

- ACCT-630 Legislative and Judicial Foundations of Income Tax (3)
- ACCT-631 Tax Research and Procedure (3)  
**Research Component (6 credit hours)**
- 6 credit hours with grades of B or better from the following:  
ACCT-740 Taxation of Corporations (3)  
ACCT-743 International Taxation (3)  
ACCT-746 Taxation of Real Estate Transactions (3)  
ACCT-747 Taxation of Pass-Through Entities (3)  
ACCT-750 Tax Policy (3)  
ACCT-751 Seminar in Business Tax Planning (3)

**Elective Courses (18 credit hours)**

- 18 credit hours from the following (courses may not be used to fulfill the research requirement above and as an elective):
  - ACCT-632 Estate and Gift Tax (3)
  - ACCT-740 Taxation of Corporations (3)
  - ACCT-741 State and Local Taxation (3)
  - ACCT-742 Special Tax Topics (1-3)
  - ACCT-743 International Taxation (3)
  - ACCT-745 Employee Benefit Tax Planning (3)
  - ACCT-746 Taxation of Real Estate Transactions (3)
  - ACCT-747 Taxation of Pass-Through Entities (3)
  - ACCT-750 Tax Policy (3)
  - ACCT-751 Seminar in Business Tax Planning (3)
  - ACCT-752 Seminar in Family Financial Planning (3)

# School of Communication

- Administration and Faculty
- Undergraduate Programs
- Graduate Programs

Dean Larry Kirkman

Senior Associate Dean Roger A. Streitmatter

Associate Dean for Student and Academic Affairs

Rose Ann Robertson

Assistant Dean for Budget and Technology Patrick Martin

*Full Time Faculty*

Professor Emeritus/a L.B. Anderson, GP. Harnden,  
J.A. Hendrix, J.E. Orwant, R.E. Sutton, L.W. Wolfson,  
J.S. Yamauchi

Professor P. Aufderheide, L. Kirkman, L. Massiah,  
K. Montgomery, C. Simpson, R.A. Streitmatter

Associate Professor Emeritus/a B.J. Diggs Brown,  
L.M. Furber, J.C. Seigle, A. Zelle

Associate Professor R. Blair, J. Campbell, W. Cochran,  
J.C. Doolittle, J.S. Douglass, C. Gilbert, J. Hall, J.A. Olmsted,  
R. Rockwell, R.A. Stack, L. Steinhorn, W. Swallow,  
J. Watson, R.S. Zaharna

Assistant Professor L. Engel, L. Gillick, J. Graf, D.C. Hayes,  
B. Himawan, M. Ivancic, L. Jayaswal, I.B. Krasnow, B.F. Liu,  
B. Maher, S. Menke-Fish, M. Nisbet, G. Puglisi, D. Schwartz,  
M. Stogner

Distinguished Journalist-in-Residence C. Lewis

Distinguished Producer-in-Residence C. Palmer

Executive-in-Residence D. Lynch

Artist-in-Residence W. Gentile, R. Williams, G. Griffin

Journalist-in-Residence L. Perri, M. MacDonald

Adjunct-in-Residence A. Schafer, L. Bream, D. Walker

Teaching Staff A. Eisman

The goal of the School of Communication (SOC) is to develop liberally educated and professionally trained communicators who are equipped intellectually and ethically to analyze and report the issues of contemporary society. The school makes full use of the resources of Washington, D.C., the communication capital of the world and one of the largest media production centers in the country. The school's hands-on, practical programs tap the experts at work in Washington, including TV, radio, print, and online journalists; media strategists in the nonprofit, government, and political arenas; and documentary, education, and social advocacy media producers. Internships, work opportunities, and class assignments in the nation's capital all contribute to experience-based

learning. The school's state-of-the-art technology supports student research, writing, photography, video and film production, digital video editing, motion graphics production, web authoring, and graphic design. In addition, about one-third of SOC students gain international experience by spending a semester abroad through AU Abroad programs in countries around the world.

The school is comprised of three divisions, each offering undergraduate and graduate programs:

**Film and Media Arts** includes the undergraduate visual media program and graduate film and electronic media programs. Students may study documentary or narrative filmmaking, digital media, or photography. A weekend graduate program offers a master's in producing for film and video, and the Summer Film and Digital Media Institute provides hands-on experience for both experienced and beginning film and digital media professionals.

**Journalism** offers undergraduate and graduate degree programs in print and broadcast journalism. The master's degree in journalism and public affairs includes specializations in public policy, economic, and international journalism. Weekend master's programs are offered in interactive journalism and news media studies.

**Public Communication** has undergraduate and graduate programs that focus on the development of media messages and strategies for social advocacy, political communication, entertainment communication, and international communication.

The school also offers an undergraduate major in communication studies, as well as an interdisciplinary program offered jointly with the College of Arts and Sciences—the B.A. in Foreign Language and Communication Media. An undergraduate minor in communication, designed for users and consumers of mass media rather than practitioners, also is available.

The SOC full-time faculty blends traditional academic scholarship with hands-on professional experience. Faculty regularly develop ground-breaking courses, publish books and articles, speak at national and international conferences and forums, produce award-winning films, work for social justice, and help shape ethical practices in their individual fields. Full-time faculty have won Emmys and Academy Awards, been nominated for Pulitzer Prizes, and worked on presidential campaigns. SOC also appoints outstanding adjunct faculty, who bring depth and insight into the classroom.

For more information go to: <http://soc.american.edu/>

# Undergraduate Programs

---

**Note:** Any student who has earned 60 credit hours and has not achieved a cumulative grade point average of 2.50 will not be allowed to take courses in the school.

A strong liberal arts background is emphasized by the school. To ensure that communication majors attain this background, a significant portion of undergraduate course work is taken outside the field of communication.

All students intending to major in communication begin to take core courses during their freshman and sophomore years. During the freshman year COMM-100 Understanding Mass Media is required for all students and COMM-200 Writing for Mass Communication is usually required during the sophomore year. Visual media majors also take COMM-105 during the freshman year, public communication majors take COMM-209 Communication and Society during the sophomore year, and journalism majors take COMM-320 Reporting following Writing for Mass Communication.

Students continue with one of the programs (print or broadcast journalism, public communication, visual media or communication studies) and take a series of carefully chosen skills courses, and communication media studies courses which examine the history, current issues, and future of communication and the media. The ability to write correctly and clearly is stressed in all programs.

## B.A. in Communication: Communication Studies

---

### Admission to the Program

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 60 hours of undergraduate credit.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Concentrations

History of the Media, International Media, Media and Government, or Media and Society

### Major Requirements

- A minimum of 36 and a maximum of 40 credit hours with grades of C or better within the School of Communication including core, media ethics and legal aspects, concentration, and media studies courses.
- Related course requirements taken outside the School of Communication with grades of C or better
- A minimum of 80 credit hours outside the field of communication, including 65 credit hours in the liberal arts and sciences, are required for the major.

Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses. Transfer students majoring in communication studies are required to graduate with a total of 80 credit hours outside the field of communication.

### Related Course Requirements

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)
- A minor or second major outside the School of Communication

### Communication Course Requirements (36 credit hours)

#### Core Courses (15 credit hours)

- COMM-100/CMM-100G Understanding Mass Media 4:1 (3)
- COMM-105/CMM-105G Visual Literacy 1:1 (3)
- COMM-200 Writing for Mass Communication (3)
- COMM-301 Public Relations (3)
- COMM-320 Reporting (3)

#### Media and Legal Ethics Courses (3 credit hours)

- One of the following:  
COMM-401 Legal Aspects of Communication (3)  
COMM-504 Journalism Ethics (3)  
COMM-533 Ethical Persuasion (3)

#### History of the Media Concentration (18 credit hours)

- 18 credit hours from the following:  
COMM-209 Communication and Society (3)  
COMM-270/CMM-270G How the News Media Shaped History 2:2 (3)  
COMM-275/CMM-275G Dissident Media: Voices from the Underground 4:2 (3)  
COMM-401 Legal Aspects of Communication (3) if not used to fulfill media and ethics requirement above  
COMM-504 Journalism Ethics (3) if not used to fulfill media and ethics requirement above  
COMM-505 History of Broadcast Journalism (3)

- COMM-511 History of Documentary (3)  
 COMM-514 Censorship and the Media (3)  
 COMM-516 Topics in Film and Media Arts (3) with permission of the student's advisor  
 COMM-517 History of Cross-Cultural Cinema (3)  
 COMM-520 History of Animation (3)  
 COMM-527 History of Photography (3)  
 COMM-533 Ethical Persuasion (3) if not used to fulfill media and ethics requirement above  
 COMM-535 Special Topics in News Media (3) with permission of the student's advisor  
 COMM-547 Great Books in U.S. Journalism (3)  
 COMM-586 History of Czech Cinema (3) (Prague)  
 COMM-558 Survey of American Cinema (3)  
 COMM-599 Media, Technology and Society (3)  
 COMM-391 Internship (3)  
*or*  
 COMM-491 Senior Professional Internship (3) an approved elective outside of SOC
- International Media Concentration (18 credit hours)**
- 18 credit hours from the following:
 

COMM-280/COMM-280G Contemporary Media in a Global Society 3:2 (3)  
   COMM-507 News Media in Britain (3) (London)  
   COMM-516 Topics in Film and Media Arts (3) with permission of the student's advisor  
   COMM-517 History of Cross-Cultural Cinema (3)  
   COMM-535 Special Topics in News Media (3) with permission of the student's advisor  
   COMM-539 International Public Relations (3)  
   COMM-546 Foreign Policy and the Press (3)  
   COMM-548 Global Journalism: Issues and Trends in the Twenty-First Century (3)  
   COMM-549 Topics in International Media (3)  
   COMM-585 Directing (3) (Prague)  
   COMM-391 Internship (3)  
*or*  
   COMM-491 Senior Professional Internship (3) an approved elective outside of SOC
- Media and Government Concentration (18 credit hours)**
- 18 credit hours from the following:
 

COMM-270/COMM-270G How the News Media Shaped History 2:2 (3)  
   COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3)  
   COMM-327 The PR Presidency (3)  
   COMM-401 Legal Aspects of Communication (3) if not used to fulfill media and ethics requirement above  
   COMM-504 Journalism Ethics (3) if not used to fulfill media and ethics requirement above

- COMM-508 The Media and Government (3)  
 COMM-509 Politics and the Media (3)  
 COMM-514 Censorship and the Media (3)  
 COMM-515 Media, Children, and Society (3)  
 COMM-516 Topics in Film and Media Arts (3) with permission of the student's advisor  
 COMM-531 Political Communication (3)  
 COMM-533 Ethical Persuasion (3) if not used to fulfill media and ethics requirement above  
 COMM-535 Special Topics in News Media (3) with permission of the student's advisor  
 COMM-391 Internship (3)  
*or*  
 COMM-491 Senior Professional Internship (3) an approved elective outside of SOC
- Media and Society Concentration (18 credit hours)**
- 18 credit hours from the following:
 

COMM-209 Communication and Society (3)  
   COMM-270/COMM-270G How the News Media Shaped History 2:2 (3)  
   COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3)  
   COMM-401 Legal Aspects of Communication (3) if not used to fulfill media and ethics requirement above  
   COMM-504 Journalism Ethics (3) if not used to fulfill media and ethics requirement above  
   COMM-510 Women in Journalism (3)  
   COMM-511 History of Documentary (3)  
   COMM-514 Censorship and the Media (3)  
   COMM-515 Media, Children, and Society (3)  
   COMM-516 Topics in Film and Media Arts (3) with permission of the student's advisor  
   COMM-517 History of Cross-Cultural Cinema (3)  
   COMM-533 Ethical Persuasion (3) if not used to fulfill media and ethics requirement above  
   COMM-534 Race, Gender, and the Media (3)  
   COMM-558 Survey of American Cinema (3)  
   COMM-599 Media, Technology and Society (3)  
   COMM-391 Internship (3)  
*or*  
   COMM-491 Senior Professional Internship (3) an approved elective outside of SOC

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options.

## **B.A. in Communication: Journalism**

### **Admission to the Program**

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 60 hours of undergraduate credit.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Tracks**

Broadcast Journalism or Print Journalism

### **Major Requirements**

- A minimum of 36 and a maximum of 40 credit hours with grades of C or better within the School of Communication including core, professional, media studies, internship, independent study, and independent reading courses.
- Related course requirements taken outside the School of Communication with grades of C or better
- A minimum of 80 credit hours outside the field of communication, including 65 credit hours in the liberal arts and sciences, are required for the major.

Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses. Transfer students majoring in journalism are required to graduate with a total of 80 credit hours outside the field of communication.

### **Related Course Requirements**

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)
- A minor or second major outside the School of Communication

### **Communication Course Requirements (36 credit hours)**

#### **Core Courses (9 credit hours)**

- COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
- COMM-200 Writing for Mass Communication (3)

- COMM-320 Reporting (3)  
*Broadcast Journalism Track (27 credit hours)*
- COMM-333 Fundamentals of TV and VTR (3)
- COMM-385 Broadcast Journalism I (3)
- COMM-401 Legal Aspects of Communication (3)
- COMM-428 Broadcast Journalism II (3)
- COMM-432 Television Field Reporting (3)
- Four courses from the following:  
COMM-270/COMM-270G How the News Media Shaped History 2:2 (3)

*or*

- COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3)

*or*

- COMM-280/COMM-280G Contemporary Media in a Global Society 3:2 (3)

- COMM-391 Internship (3)

*or*

- COMM-392 Cooperative Education Field Experience (3)

*or*

- COMM-491 Senior Professional Internship (3)

- COMM-396 Selected Topics (3) with permission of the student's advisor

- COMM-433 Broadcast Delivery (3)

- COMM-490 Independent Study Project (3)

- COMM-503 Broadcast Operations and Management (3)

- COMM-504 Journalism Ethics (3)

- COMM-505 History of Broadcast Journalism (3)

- COMM-508 The Media and Government (3)

- COMM-509 Politics and the Media (3)

- COMM-510 Women in Journalism (3)

- COMM-511 History of Documentary (3)

*or*

- COMM-515 Media, Children, and Society (3)

- COMM-514 Censorship and the Media (3)

- COMM-516 Topics in Film and Media Arts (3)

- COMM-546 Foreign Policy and the Press (3)

- COMM-547 Great Books in U.S. Journalism (3)

- COMM-596 Selected Topics (3) with permission of the student's advisor

- COMM-599 Media, Technology and Society (3)

#### **Print Journalism Track (27 credit hours)**

- COMM-322 Editorial Policies and Methods (3)
- COMM-401 Legal Aspects of Communication (3)
- COMM-425 Advanced Reporting (3)
- Three courses from the following:  
COMM-323 Computer Techniques for Communication Studies (3)
- COMM-325 Feature Article Writing (3)
- COMM-330 Principles of Photography (3)

COMM-391 Internship (3)

*or*

COMM-392 Cooperative Education Field Experience (3)

*or*

COMM-491 Senior Professional Internship (3)

COMM-502 In-Depth Journalism (3)

COMM-521 Opinion Writing (3)

COMM-545 Business and Economic Journalism (3)

COMM-596 Selected Topics (3) with permission of the student's advisor

- Three courses from the following:

COMM-270/COMM-270G How the News Media Shaped History 2.2 (3)

*or*

COMM-275/COMM-275G Dissident Media: Voices from the Underground 4.2 (3)

*or*

COMM-280/COMM-280G Contemporary Media in a Global Society 3.2 (3)

COMM-396 Selected Topics (3) with permission of the student's advisor

COMM-490 Independent Study Project (3)

COMM-504 Journalism Ethics (3)

COMM-505 History of Broadcast Journalism (3)

COMM-508 The Media and Government (3)

COMM-509 Politics and the Media (3)

COMM-510 Women in Journalism (3)

COMM-511 History of Documentary (3)

*or*

COMM-515 Media, Children, and Society (3)

COMM-514 Censorship and the Media (3)

COMM-546 Foreign Policy and the Press (3)

COMM-547 Great Books in U.S. Journalism (3)

COMM-596 Selected Topics (3) with permission of the student's advisor

COMM-599 Media, Technology and Society (3)

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options.

## **B.A. in Communication: Public Communication**

### **Admission to the Program**

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 60 hours of undergraduate credit.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- 39 credit hours with grades of C or better within the School of Communication including core, professional, internship, independent study, and independent reading courses
- Related course requirements taken outside the School of Communication with grades of C or better
- A minimum of 81 credit hours outside the field of communication, including at least 65 credit hours in the liberal arts and sciences, are required for the major.

Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses. Transfer students majoring in public communication are required to graduate with a total of 84 credit hours outside the field of communication.

### **Related Course Requirement**

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)
- or*
- MKTG-250 Fundamentals of Business and Marketing for Communications (3)
- A minor or second major outside the School of Communication

### **Communication Course Requirements (39 credit hours)**

#### **Core Courses (9 credit hours)**

- COMM-100/COMM-100G Understanding Mass Media 4:1 (3)

- COMM-200 Writing for Mass Communication (3)
  - COMM-209 Communication and Society (3)
- Professional Courses (30 credit hours)**
- COMM-301 Public Relations (3)
  - COMM-337 Public Relations Writing (3)
  - COMM-346 Public Relations Case Studies (3)
  - COMM-380 Public Communication Research (3)
  - COMM-437 Public Relations Portfolio (3)
  - 15 credit hours from the following, with no more than 9 credit hours from any one cluster:

**Skills**

- COMM-105/COMM-105G Visual Literacy 1:1 (3)
- COMM-310 Public Speaking (3)
- COMM-330 Principles of Photography (3)
- COMM-352 Web Studio (3)
- COMM-521 Opinion Writing (3)
- COMM-532 Publication Layout and Design (3)
- COMM-535 Special Topics in News Media: Magazine Writing (3)

**Human Communication**

- COMM-300 Interpersonal Communication (3)
- COMM-470 Organizational Communication (3)
- COMM-472 Nonverbal Communication (3)
- COMM-475 Group Communication Management (3)

**Media Studies**

- COMM-327 The PR Presidency (3)
- COMM-401 Legal Aspects of Communication (3)
- COMM-509 Politics and the Media (3)
- COMM-514 Censorship and Media (3)
- COMM-515 Media, Children, and Society (3)
- COMM-533 Ethical Persuasion (3)
- COMM-534 Race, Gender, and the Media (3)

**The Practice of Public Relations**

- COMM-531 Political Communication (3)
- COMM-536 Entertainment Communication (3)
- COMM-537 Sports Communication (3)
- COMM-539 International Public Relations (3)

**Experiential Education**

- A maximum of 3 credit hours from:
- COMM-391 Internship (3)
  - COMM-392 Cooperative Education Field Experience (3)
  - COMM-491 Senior Professional Internship (3)

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coordinator advises students in the University Honors Program regarding school options.

**B.A. in Communication: Visual Media****Admission to the Program**

Formal admission to the major requires a cumulative grade point average of 2.50 (on a 4.00 scale). Students should declare their major by the end of the sophomore year and no earlier than the end of the freshman year.

Students who are unable to achieve a cumulative grade point average of 2.50 and declare a major in communication are not allowed to take courses in the school after they have completed 60 hours of undergraduate credit.

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 39–42 credit hours with grades of C or better within the School of Communication including core, basic, professional, media studies, internship, independent study and independent reading courses.
- Related course requirements taken outside the School of Communication with grades of C or better  
Subject to the approval of an advisor, a maximum of 12 credit hours in communication transferred from another university may be substituted for required communication courses.

**Related Course Requirement**

Students must complete the following with grades of C or better:

- 3 credit hours in American history (HIST-xxx)
- 3 credit hours in economics (ECON-xxx)  
*or*  
MKTG-250 Fundamentals of Business and Marketing for Communications (3)

- A minor or second major outside the School of Communication

**Course Requirements (39–42 credit hours)****Core Courses (9 credit hours)**

- COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
  - COMM-105/COMM-105G Visual Literacy 1:1 (3)
  - COMM-200 Writing for Mass Communication (3)
- Basic Courses (9–12 credit hours)**
- COMM-330 Principles of Photography (3)
  - COMM-331 Film and Video Production I (3)

- One or both of the following:

COMM-350 Digital Imaging and Design (3)  
COMM-352 Web Studio (3)

#### **Professional Courses (15–18 credit hours)**

##### *Intermediate (9 credit hours)*

- COMM-482 Writing for Visual Media (3)
- At least 6 credit hours from the following:  
COMM-434 Film and Video Production II (3)  
COMM-435 Introduction to Studio Television (3)  
COMM-454 Motion Graphics and Effects (3)  
COMM-523 Intermediate Photography:  
    Photojournalism (3)  
    Fine Arts Photography (3)

##### *Advanced*

- 6 credit hours in visual media studies from the following  
COMM-503 Broadcast Operations and Management (3)  
COMM-511 History of Documentary (3)  
COMM-513 Producing Film and Video (3)  
COMM-514 Censorship and Media (3)  
COMM-515 Media, Children, and Society (3)  
COMM-516 Topics in Film and Media Arts (3)  
COMM-517 History of Cross-Cultural Cinema (3)  
COMM-520 History of Animation (3)  
COMM-527 History of Photography (3)  
COMM-550 Financing and Marketing Independent Productions (3)  
COMM-558 Survey of American Cinema (3)  
COMM-585 Directing (3) (Prague)  
COMM-586 History of Czech Cinema (3) (Prague)
- Additional credit hours may be selected from the following to bring the total to 39–42 credit hours:  
COMM-438 Production Practicum (1–3)  
COMM-456 Dramatic Production (3)  
COMM-464 Directing for Camera (3)  
COMM-486 Documentary Production (3)  
COMM-391 Senior Internship (3)  
    or  
COMM-392 Cooperative Education Field Experience (3)  
    or  
COMM-491 Senior Professional Internship (3)  
COMM-529 Large Format and Commercial Photography (3)  
COMM-561 Advanced Writing for Film (3)  
COMM-562 Advanced Writing for Television (3)  
COMM-565 Advanced Visual Media Portfolio (3)  
COMM-584 Film Technology and Practice (6) (Prague)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the school and, upon the school's recommendation, graduate with University Honors in the major. The school's Honors coor-

dinator advises students in the University Honors Program regarding school options.

#### **B.A. in Foreign Language and Communication Media**

##### **Admission to the Program**

Students are admitted either to the School of Communication or to the Department of Language and Foreign Studies of the College of Arts and Sciences.

##### **Program Tracks**

French, German, Russian, or Spanish combined with Broadcast Journalism, Print Journalism, Public Communication, or Visual Media

##### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

##### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

##### **Major Requirements**

- 54 credit hours with grades of C or better
- Prerequisite competency in the major language at the intermediate level

##### **Course Requirements**

- COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
- COMM-200 Writing for Mass Communication (3)
- Three communication and media studies courses from the School of Communication
- Two approved courses related to any contemporary culture
- One of the following  
ANTH-225/ANTH-225G Language and Human Experience 1:2 (3)  
ANTH-254 Language and Culture (3)  
TESL-5xx linguistics course as approved by advisor
- Five professional courses in one of the four communication program tracks: broadcast journalism, print journalism, public communication, or visual media
- 15 credit hours of courses in the major language at the 300 level or above taken in the Department of Language and Foreign Studies

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work

in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options.

## **Washington Semester in Journalism**

This one-semester undergraduate program explores journalism as it is practiced in Washington, D.C. The program studies the people, institutions, and issues of Washington journalism with guest speakers, field trips, and lectures, plus an internship and an elective course selected from regular offerings of the university. The program is open to students from colleges and universities across the country.

### **Admission to the Program**

Requirements for admission to the program are: a minimum grade point average of 2.50 (on a 4.00 scale); either a journalism major or a liberal-arts major with some evidence of interest in journalism; and at least second-semester sophomore standing. Selection is competitive. *Note:* This program is not open to American University communication majors.

### **Course Requirements**

- COMM-450 Washington Journalism Semester Seminar I (4)
- COMM-451 Washington Journalism Semester Seminar II (4)
- COMM-452 Washington Journalism Semester Internship (4)
- One course from the regular university course offerings

## **Minor in Communication**

- 18 credit hours with grades of C or better with at least 12 credit hours unique to the minor

### **Course Requirements**

- COMM-100/COMM-100G Understanding Mass Media 4:1 (3)
- COMM-200 Writing for Mass Communication (3)

- Two courses from the following:
  - COMM-301 Public Relations (3)
  - COMM-310 Public Speaking (3)
  - COMM-320 Reporting (3)
  - COMM-322 Editorial Policies and Methods (3)
  - COMM-325 Feature Article Writing (3)
  - COMM-330 Principles of Photography (3)
  - COMM-331 Film and Video Production I (3)
  - COMM-435 Introduction to Studio Television (3)
  - COMM-470 Organizational Communication (3)
  - COMM-472 Nonverbal Communication (3)
  - COMM-475 Group Communication Management (3)
  - COMM-521 Opinion Writing (3)
  - COMM-532 Publication Layout and Design (3)
- Two courses from the following:
  - COMM-401 Legal Aspects of Communication (3)
  - COMM-503 Broadcast Operations and Management (3)
  - COMM-508 The Media and Government (3)
  - COMM-509 Politics and the Media (3)
  - COMM-511 History of Documentary (3)
  - COMM-513 Producing Film and Video (3)
  - COMM-514 Censorship and Media (3)
  - COMM-515 Media, Children, and Society (3)
  - COMM-517 History of Cross-Cultural Cinema (3)
  - COMM-527 History of Photography (3)
  - COMM-545 Business and Economic Journalism (3)
  - COMM-558 Survey of American Cinema (3)
  - COMM-596 Selected Topics (3) with permission of the student's advisor
  - COMM-599 Media, Technology and Society (3)

# Graduate Programs

---

Designed for students with diverse professional and educational backgrounds, the graduate programs fully utilize the resources of Washington, D.C. for both field work and classroom study. The many professional news organizations, public interest organizations, trade associations, government agencies, public relations firms, and media production organizations in the Washington area provide excellent opportunities for internships and cooperative education field experience. Special seminars and events, including the school's American Forum and Media Center presentations, enable students to meet major public figures and film and media artists.

## M.A. in Communication: Journalism and Public Affairs

---

### Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English. All applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General (verbal, quantitative, and analytical).

Previous professional or campus experience in communication is useful but not required. However, all applicants are required to show evidence of professional commitment and career direction related to the specialization and track they choose. Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application. If available, samples of published professional or college news writing, scripts, or tapes should also be submitted.

A limited number of graduate fellowships and assistantships are awarded on the basis of merit as well as school and program needs.

Admission to the full-time degree program is for the fall semester. Students are generally expected to complete the program in ten months. The program is also available in a weekend format which takes twenty months to complete (see below).

Qualified undergraduate students may apply to a combined bachelor's/M.A. program and use up to 6 credit hours of 500-level courses to satisfy the requirements of both degrees.

### Degree Requirements

- 30-33 credit hours of approved graduate work, as advised
- Most students are required to take COMM-624 Principles and Practice of Journalism and receive a grade of B or better. Students who have earned a B or better in a news-media law course within five years of enrollment may petition to be exempted from COMM-601 Legal Aspects of

Communication. International students are normally exempted from this course. Students with extensive professional editing experience may petition to be exempted from COMM-621 Advanced Editing.

- Continuous full-time enrollment
- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in journalism

### Specializations and Tracks

Public Policy Journalism, International Journalism, Economic Communication (each taken in either the print or broadcast journalism track), Interactive Journalism, or News Media Studies

### Course Requirements

#### Public Policy Journalism

##### *Core (12 credit hours)*

- COMM-601 Legal Aspects of Communication (3)
- COMM-624 Principles and Practice of Journalism (3) (with a grade of B or better)
- COMM-710 Seminar in Public Affairs (3) (with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3)

##### *Electives (12 credit hours)*

- Four elective courses approved by the program director
- One or two courses outside the School of Communication in an area related to public affairs may be substituted for journalism electives with permission of the program director. Possible areas include political science, public administration, history, economics, the range of social sciences, and international relations.

##### *Broadcast Track (9 credit hours)*

- COMM-632 Television Field Reporting (3)
- COMM-721 Broadcast News I (3)
- COMM-722 Broadcast News II (3) (with a grade of B or better)

##### *Print Track (9 credit hours)*

- COMM-621 Advanced Editing (3)
- COMM-636 Washington Reporting (3)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)

#### International Journalism

##### *Core (15 credit hours)*

- COMM-546 Foreign Policy and the Press (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-624 Principles and Practice of Journalism (3) (with a grade of B or better)

- COMM-710 Seminar in Public Affairs (3) (with international emphasis and a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with international emphasis)

***Broadcast Track (18 credit hours)***

- COMM-632 Television Field Reporting (3)
- COMM-721 Broadcast News I (3)
- COMM-722 Broadcast News II (3) (with international emphasis and a grade of B or better)
- 9 credit hours from the following

Two international relations courses outside the School of Communication

COMM-xxx elective course

***Print Track (18 credit hours)***

- COMM-621 Advanced Editing (3)
- COMM-636 Washington Reporting (3) (with international emphasis)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)
- 9 credit hours from the following

Two international relations courses outside the School of Communication

COMM-xxx elective course

**Economic Communication*****Core (12 credit hours)***

- COMM-601 Legal Aspects of Communication (3)
- COMM-624 Principles and Practice of Journalism (3) (with a grade of B or better)
- COMM-710 Seminar in Public Affairs (3) (with emphasis on economic and business coverage and with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with emphasis on economic and business coverage)

***Economics (12 credit hours)***

- 12 credit hours from the following:
- ECON-500 Microeconomics (3)  
ECON-501 Macroeconomics (3)  
ECON-522 Econometrics (3)  
ECON-546 Industrial Economics (3)  
ECON-573 Labor Economics (3)  
ECON-579 Environmental Economics (3)  
ECON-603 Introduction to Economic Theory (3)  
ECON-619 U.S. Economic History (3)

***Broadcast Track (9 credit hours)***

- COMM-632 Television Field Reporting (3)
- COMM-721 Broadcast News I (3)
- COMM-722 Broadcast News II (3) (with a grade of B or better)

***Print Track (9 credit hours)***

- COMM-545 Business and Economic Journalism (3) (with a grade of B or better)
- Economics or business elective course (3)
- COMM-xxx elective course (3)

**Interactive Journalism*****Core (12 credit hours)***

- COMM-504 Journalism Ethics (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-710 Seminar in Public Affairs (3) (with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with an emphasis on online research and reporting)

***Interactive Journalism (18 credit hours)***

- COMM-535 Special Topics in News Media (3)
  - COMM-599 Media, Technology and Society (3)
  - COMM-621 Advanced Editing (3)
  - COMM-720 Seminar in Journalism (3) (with a grade of B or better)
  - COMM-721 Broadcast News I (3)
  - COMM-502 In-Depth Journalism (3)
- or*
- COMM-722 Broadcast News II (3)  
or other approved elective course

**News Media Studies*****Core (12 credit hours)***

- COMM-504 Journalism Ethics (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-710 Seminar in Public Affairs (3) (with a grade of B or better)
- COMM-724 Reporting of Public Affairs (3) (with an emphasis on how stories are chosen and developed, their effect and the media response)

***News Media Studies (18 credit hours)***

- COMM-508 The Media and Government (3)
- COMM-535 Special Topics in News Media (3)
- COMM-546 Foreign Policy and the Press (3)
- COMM-545 Business and Economic Journalism (3)
- COMM-599 Media, Technology and Society (3)
- COMM-720 Seminar in Journalism (3) (with a grade of B or better)

**Weekend Graduate Program in Communication:  
Journalism and Public Affairs**

The weekend M.A. program in journalism and public affairs is for professionals whose schedules make Saturday classes a preferable alternative to full-time study. Admission requirements are the same as for the full-time program and for the fall

semester only. Students are expected to complete the program within a twenty-month period.

## **Combined Bachelor's Degree and M.A. in Communication: Public Communication**

This program enables highly qualified students to earn in five years of full-time study both a B.A. or B.S. in any discipline and an M.A. in Communication: Public Communication.

### **Admission to the Program**

Admission to the combined program requires second semester junior or senior standing, a cumulative grade point average of 3.5, a formal application, two written faculty recommendations, a statement of purpose, and a positive review by the faculty admissions committee. The Graduate Record Examination (GRE) is not required unless applying for School of Communication Merit Awards.

### **Requirements**

- All requirements for a bachelor's degree in the student's major at American University
- Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements for both degrees.
- All requirements for the M.A. in Communication: Public Communication, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **M.A. in Communication: Public Communication**

### **Admission to the Program**

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English. All applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General (verbal, quantitative, and analytical).

Previous academic or professional work in public communication is not required, but all applicants must demonstrate a serious commitment to a career in this field. The ability to speak and write English well is essential. Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application. Interviews are not required, but may be recommended by the school.

Admission is open to both full-time and part-time students for the fall semester. Full-time students are generally expected to complete the program in ten months. Part-time students are expected to take a minimum of two courses each semester and complete their program in two years. The program is also avail-

able in a weekend format which takes twenty months to complete (see below).

Qualified undergraduate students may apply to a combined bachelor's/M.A. program and use up to 6 credit hours of 500-level courses to satisfy the requirements of both degrees.

### **Degree Requirements**

- 30 credit hours of approved graduate work
- A graduate project with a grade of B or better is required of all students. This project, which fulfills the university research requirement, is in lieu of a thesis.
- The project work must be focused in a particular communication area, such as: arts communication; government and political communication; international public relations; public interest communication; or corporate public relations (elective options in business administration are limited). The project should be selected to provide an important credential for future employment as well as a focus for learning. It should reflect the student's career direction within the broad field of public communication.
- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in public communication

### **Course Requirements**

- COMM-640 Principles of Strategic Communication (3)
- COMM-642 Public Communication Management (3)
- COMM-644 Public Communication Writing (3)
- COMM-646 Public Communication Practicum (3)
- COMM-735 Communication Theory (3) (with a grade of B or better)
- COMM-738 Research Methods in Communication (3) (with a grade of B or better)
- COMM-744 Public Communication Seminar (3) (with a grade of B or better)
- 9 credit hours in elective courses:

Students may take an internship as one of the elective courses. Other elective courses may be taken in communication or in other fields such as sociology, business, performing arts, education, government, justice, international service, psychology, anthropology, art history, literature, economics, or statistics.

### **Weekend Graduate Program in Communication: Public Communication**

With its emphasis on public relations, this program, conducted on Saturdays, is for experienced professionals who wish to enhance their skills in conducting and managing strategic communication campaigns, yet their schedules won't allow a full-time or even a part-time graduate program during the week. Admission requirements are the same as for the full-time program with the additional prerequisite of at least three years of work experience, and the program starts in the fall semester.

only. Students are expected to complete the program within a twenty-month period.

## **M.A. in Communication: Producing for Film and Video**

---

### **Admission to the Program**

This weekend graduate program is designed for working adults who want to pursue careers in producing for film, video, television, and multimedia. Student cohort groups follow a planned curriculum, taking one course every seven weeks (two courses each semester) on Saturdays for a total of 10 courses. The 30-credit hour program is completed in 21 months. Previous academic or professional experience in film or video is not required, but all applicants must demonstrate a serious commitment to a career in this field.

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English.

Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application. The application deadline is April 1.

### **Degree Requirements**

- 30 credit hours of approved graduate work
- Continuous enrollment
- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in producing film and video

### **Course Requirements**

- COMM-503 Broadcast Operations and Management (3)
- COMM-513 Producing Film and Video (3)
- COMM-550 Financing and Marketing Independent Productions (3)
- COMM-571 Production Planning and Management (3)
- COMM-601 Legal Aspects of Communication (3)
- COMM-671 The Media Enterprise I: Establishing the Enterprise (3) (with a grade of B or better)
- COMM-672 The Media Enterprise II: Managing the Enterprise (3) (with a grade of B or better)
- COMM-682 Writing for Visual Media (3)
- 6 credit hours from COMM-570 Summer Film and Digital Media Institute

## **M.A. in Film and Video**

---

### **Admission to the Program**

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a

3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English.

Applicants must earn a satisfactory score on the Graduate Record Examination (GRE) General (verbal, quantitative, and analytical). Previous exposure to film study, film and video production, or script writing is not required, although all applicants are required to show evidence of professional commitment and career direction related to their program of study.

Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application.

Admission is not limited to full-time students, however students must be available to take most of their course work during the day. Students will normally be expected to complete the 33-credit hour program within 24 months.

### **Degree Requirements**

- 36 credit hours of approved graduate work
  - Non-thesis option:
  - COMM-701 Graduate Seminar in Film Theory and Practice with a grade of B or better
  - COMM-702 Master's Portfolio Seminar with a grade of B or better
- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in film and video

### **Course Requirements**

- COMM-513 Producing Film and Video(3)
- COMM-631 Film and Video Production I (3)
- COMM-634 Film and Video Production II (3)
- COMM-682 Writing for Visual Media (3)
- COMM-701 Graduate Seminar in Film Theory and Practice (3) with a grade of B or better (taken in the first year)
- COMM-702 Master's Portfolio Seminar (3) with a grade of B or better
- 18 credit hours in courses selected from the following areas: Film production or video production; film theory, history, and criticism; multimedia; and script writing. Students may emphasize one of these areas in the design of their program, but the program must include courses from all of these areas. Courses in related areas such as performing arts and photography may also be included.

## **M.F.A. in Film and Electronic Media**

---

### **Admission to the Program**

Applicants must meet the minimum university requirements for graduate study. Admission to the program requires a bachelor's degree from an accredited college or university with at least a 3.00 (on a 4.00 scale) grade point average in last 60 hours of undergraduate course work. International students whose

first language is not English should take the TOEFL examination to demonstrate proficiency in written as well as spoken English. The Graduate Record General Examination (GRE) is required, but may be waived by the division director.

An undergraduate degree in one of the visual media is desirable, but applications from candidates who have majored in other fields will also be considered. Applicants with prior experience in the visual media should submit a portfolio illustrating relevant professional experience. Students without prior experience in film, video, photography, or digital media production or who do not demonstrate through their portfolio a level of minimum proficiency in media production will need to reconcile their deficiencies with additional course work.

Official transcripts, two letters of recommendation, and a 1,000-word essay on the applicant's commitment to pursuing graduate study in the program are submitted with the application.

#### Degree Requirements

- 51 credit hours of approved graduate work

Students without a minimum level of proficiency in media production are required to take COMM-630 Principles of Photography prior to or at the beginning of their program. This course does not count toward the 51 credit hours required for the degree.

- Production of a portfolio of original creative work in the areas of scriptwriting, film, or electronic media production under the supervision of a faculty committee and in conjunction with COMM-702 Master's Portfolio Seminar, with a grade of B or better
- A grade point average of 3.00 maintained during all work toward the degree
- Comprehensive examination in film and electronic media

#### Course Requirements (51 credit hours)

##### Core (27 credit hours)

- COMM-513 Producing Film and Video (3)
  - COMM-631 Film and Video Production I (3)
  - COMM-634 Film and Video Production II (3) or COMM-584 Film Technology and Practice (6)\*
  - COMM-650 Digital Imaging (3)
  - COMM-682 Writing for Visual Media (3)  
or  
COMM-587 Screenwriting (3)\*
  - COMM-701 Graduate Seminar in Film Theory and Practice (3) (must be taken in the first year)
  - COMM-711 Teaching Seminar in Media Arts (3)
- With the advisor's approval, students with comparable prior experience or course work may substitute other courses in production and writing or media studies.
- Two of the following:
- COMM-511 History of Documentary (3)  
COMM-517 History of Cross-Cultural Cinema (3)  
COMM-520 History of Animation (3)  
COMM-527 History of Photography (3)

#### COMM-558 Survey of American Cinema (3)

##### Portfolio Requirement (6 credit hours)

- COMM-702 Master's Portfolio Seminar (6) with a grade of B or better

##### Electives (18 credit hours)

With the guidance of their advisor, students may develop an area of concentration or expertise using courses from the following; COMM-690 Independent Study Project, COMM-691 Graduate Internship, and COMM-692 Cooperative Education Field Experience may also be used with permission of the student's advisor.

##### *Production and Writing (minimum 6 credit hours)*

- COMM-561 Advanced Writing for Film (3)  
COMM-562 Advanced Writing for Television (3)  
COMM-565 Advanced Visual Media Portfolio (3)  
COMM-570 Summer Film and Digital Media Institute (1-6)  
COMM-635 Introduction to Studio Television (3)  
COMM-638 Production Practicum (1-3)  
COMM-652 Web Studio (3)  
COMM-654 Digital Post Production (3)  
COMM-656 Dramatic Production (3)  
COMM-664 Directing for Camera (3)  
COMM-686 Documentary Production (3)

##### *Media Studies and Producing (minimum 3 credit hours) (see note below)*

- COMM-511 History of Documentary (3)  
COMM-514 Censorship in the Media (3)  
COMM-515 Media, Children, and Society (3)  
COMM-516 Topics in Film and Media Arts (3)  
COMM-517 History of Cross-Cultural Cinema (3)  
COMM-520 History of Animation (3)  
COMM-527 History of Photography (3)  
COMM-550 Financing and Marketing Independent Productions (3)

- COMM-558 Survey of American Cinema (3)  
COMM-584 Film Technology and Practice (3)\*  
COMM-585 Directing (3)\*  
COMM-586 History of Czech Cinema (3)\*  
COMM-601 Legal Aspects of Communication (3)

*Note:* One media studies elective may be taken in a related subject area with the approval of the faculty advisor. Related media studies courses include the following:

- COMM-503 Broadcast Operations and Management (3)  
LIT-646 Topics in Film  
PERF-557 Creative Writers' Performance Laboratory (3)  
PERF-665 Theatre History I (3)  
PERF-666 Theatre History II (3)  
PERF-667 Theatre History III (3)

\* Courses offered in Prague, Czech Republic. Students may enroll in the film and theatre curriculum at the Prague Film Academy (FAMU) through the AU Abroad program. Courses taken at FAMU receive full credit toward the M.F.A. in Film and Electronic Media.

# School of International Service

- Administration and Faculty
- Undergraduate Programs
- Graduate Programs

**Dean** Louis W. Goodman

**Associate Dean** Maria Green Cowles

**Associate Dean for Program Development**

and Graduate Admissions Lecanne Dunsmore

**Assistant Dean for Budget and Administration**

Joseph Clapper

**Academic Affairs Officer** William Baker

**Graduate Admissions and Financial Aid** Nicole Campbell

**Graduate Academic Affairs** Mary Barton, Rebecca Bellinger,

Marley Crutcher, James Gilbert

**Undergraduate Academic Affairs** Suzanne Skillings,

Shawn Hillman, Erica Waxborn, Julie Wickham

**Comparative and Regional Studies Division**

Director Quansheng Zhao

**International Communication Division**

Director Shalini Venturelli

**International Development Division**

Director David Hirschmann

**International Peace and Conflict**

Resolution Division

Director Abdul Aziz Said

**International Politics and Foreign Policy Division**

Director Renée Marlin-Bennett

**J.D./M.A. Program Director** Paul Williams

**Ph.D. Program Director** Stephen Silvia

**Full-Time Faculty**

**Professor Emeritus/a** W.C. Cromwell, R.W. Gregg,

J. Goldstein, M. Hammer, G.L. Harris, S. Mardin, A.D. Mott, W.C. Olson, F.J. Piotrow, D.D. Randall, M. Struelens, M.P. Walker, L.C. Wilson

**Ibn Khaldun Chair of Islamic Studies** A. Ahmed

**Mohammed Said Farsi Chair of Islamic Peace** A.A. Said

**C.W. Lim/Korea Foundation Chair in Korean Studies**

Jungho Yoo

**Professor** P. Brenner, R. Broad, F. Cheru, D.L. Clarke, S.D. Cohen, R. Fisher, L.W. Goodman, D. Hirschmann, L.L. Lubrano, R. Marlin-Bennett, J. Mittelman, H. Mowlana, R. Pastor, J.M. Richardson, L. Shelley, G. Weaver, Q. Zhao

**Associate Professor Emeritus** S.H. Arnold, W. Kincade

**Associate Professor** M. Abu-Nimer, D. Brautigam, C. Chin, M. Egan, C. Gallagher, T. Gutner, R. Henning, P. Jackson, N.S. Levinson, C. Lusane, J. Mertus, S. Murray, R. Persaud, V. Samarasinghe, C. Schneider, S. Silvia, S. Venturelli, P. Wapner, P. Williams

**Assistant Professor** D. Bachner, T. Boudreau, J. Calabrese, C. Call, M. Carter, D. Chong, E. Cohn, J. Domask, B. Ellis, J. Francis, D. Fuller, E. Ghareeb, P.K. Heng, C. Housenick, P. Howard, R. Johnson, S. Johnson, A. Kadayifei, M. Kraidy, C. Kyrou, C. Maisch, D. Masis, C. Rudolph, C. Rossiter, H. Schamis, S. Shepler, L. Skalli-Hanna, M. Smith, M. Solis, D. Verheyen, A. Wanis-St. John, S. Weiner

**Distinguished Diplomat-in-Residence** A. Quainton

**Scholar-in-Residence** R. Cupitt, S. Landau, A. Porzecanski, J. Shapiro

**Instructor** C. LeVan

The School of International Service (SIS) offers professional training in international affairs. The programs are based on a multidisciplinary curriculum oriented towards the liberal arts that encourages students to explore international relations through the contributions of political scientists, sociologists, anthropologists, economists, attorneys, historians, and specialists in communication.

The school offers exceptional opportunities that evolve from university's location in a premier world capital and from the rich human and documentary resources which enhance the school's educational programs. At all times the links between the school and its Washington environment nourish the academic and professional growth of its students. Whatever their career objectives, students participate in programs that are multidisciplinary, problem and policy oriented, and uniquely adapted to those opportunities inherent in the metropolitan Washington location.

In addition, SIS has a number of thematic strengths including democratization, globalization, international political economy, and human rights. To learn more about the distinctive faculty and student research in these and other areas, go to: [www.american.edu/sis](http://www.american.edu/sis)

## Faculty

The diversity of the full-time faculty members of the School of International Service in terms of academic disciplines and professional experience, both in the United States and abroad, exemplifies the multidisciplinary and cross-cultural aspects of international relations. Bringing cutting-edge research into their classrooms, the faculty use a variety of interactive approaches such as simulations and case studies in their teaching. The school regularly appoints adjunct and visiting professors and benefits from their expertise in the field of international relations. As a center of public dialogue, the school brings leading experts from around the world to address emerging issues in international affairs.

## Divisions

The School of International Service includes five divisions: Comparative and Regional Studies, International Politics and Foreign Policy, International Communication, International Development, and International Peace and Conflict Resolution.

The Division of Comparative and Regional Studies (CRS) provides unique opportunities for the study of the major regions of the world: Africa, the Americas, Asia, Europe, the Middle East, and Russia and Central Eurasia. The CRS curriculum builds upon the in-depth coverage of these regions by stressing that issues are best understood in comparative perspective.

The International Communication (IC) Division is the oldest such program in the United States. It focuses on international communication policy and technology as well as cross-cultural communication.

The International Development (ID) Division includes two multidisciplinary degrees which combine international development theory and practice with the goal of improving opportunities for the poor and vulnerable, particularly in developing nations. Its emphases include development management, policy analysis, and development education.

The International Peace and Conflict Resolution (IPCR) Division critically analyzes theories of the causes of war and organized violence at the institutional and international levels; examines alternative theories and approaches and provides applied skills for resolving and preventing organized violence and war, as well as contending approaches to peace making, building cooperative global relationships, and international negotiation; and analyzes current conflict situations and develops policy proposals for their resolution.

The Division of International Politics and Foreign Policy (IPFP) includes the areas of international law and organization, international political economy, global security, United States foreign policy, global environmental policy, and international economic relations. Students ground their work in appropriate theory and economics courses. Working with faculty advisors, they design tailored course concentrations.

## Centers

**American Consortium on European Union Studies** The European Commission has designated the School of International Service as a partner in the American Consortium on European Union Studies (ACES). ACES is a locus for teaching,

research, and policy making related to European studies. American University's Europe Council, composed of faculty from across the university, supports research and learning in Europe. For more information, go to: [www.american.edu/aces](http://www.american.edu/aces)

**Center for Asian Studies** For over twenty years the Center for Asian Studies has provided a locus for teaching, research, and exchange programs involving Asia. The center holds several major annual workshops and conferences; one such conference focuses on joint research projects with universities in China, Japan, and Korea and is held in each country on a rotating basis. The center has also developed distinctive dual degree and exchange programs with Asian countries. For more information, go to:

[www.american.edu/sis/center\\_for\\_asian\\_studies/](http://www.american.edu/sis/center_for_asian_studies/)

**Center for Global Peace** The Center for Global Peace provides a framework for programs and initiatives that advance the study and understanding of world peace, grounded in a search for a just and sustainable world order. By seeking to understand better the social, political, cultural, economic, and civic structures whose deterioration can lead to violence and social upheaval, the center contributes to the identification of and support for measures to restore and enhance peace. Center activities focus on the interdependent global system, identifying common interests, and working toward common security. For more information, go to:

[www.american.edu/academic.depts/against/cgp/](http://www.american.edu/academic.depts/against/cgp/)

**Transnational Crime and Corruption Center** The growing phenomena of transnational crime and corruption present a formidable challenge to the protection of national and international security, economic development, democratic reform, and human rights. Systemic corruption in one country often contributes to crime and terror at the global level, and thus is a problem that must be faced by the international community. The Transnational Crime and Corruption Center (TraCCC) is the first center in the United States devoted to teaching, research, training and formulating policy advice in transnational crime, corruption and terrorism. TraCCC's fundamental goal is to understand the causes and scope of transnational crime and corruption and to propose well-grounded policy to reduce and eliminate these problems. For more information, go to:

[www.american.edu/academic.depts/against/transcrime/](http://www.american.edu/academic.depts/against/transcrime/)

## Exchange Programs

**AU-Ritsumeikan Exchange** American University and Ritsumeikan University in Kyoto, Japan offer a dual master's degree program. This program selects a limited number of students with both English and Japanese language proficiency to complete a 46-credit hour dual master's degree program in international affairs within a two-year period. Student cohorts begin their studies at American University's School of International Service and complete their second year of study at

Ritsumeikan University Graduate School of International Relations. A cross-cultural, global perspective is integral to the curriculum. Graduates of the program receive master's degrees from both American University and Ritsumeikan University.

**AU-Korea University Exchange** Students spend one year at American University and complete their second year of study at Korea University's Graduate School of International Relations. Classes are available in English and/or Korean. Graduates of the program receive master's degrees from both American University and Korea University.

**AU-Sookmyung Women's University Exchange** American University's School of International Service and Sookmyung Women's University's Graduate School of International Relations in Seoul, Korea, offer a dual degree program for students to simultaneously earn master's degrees from both schools within two years. Students enroll in regular course work at Sookmyung Women's University in their second year. At the conclusion of their course work, students may remain in Korea for three months to finish their internships. Classes are available in both English and Korean and the program is open to both female and male AU students.

**AU-Sciences Po Exchange** The American University-Sciences Po exchange program in Paris, France offers students the opportunity to study and conduct field research at one of the world's leading institutions, L'Institut D'Etudes Politiques de Paris. With their advisors, SIS students may design a program of study that fulfills requirements in their degree program in any of the SIS fields. An intermediate level of French is required, and students may participate for one or two semesters.

### Special Opportunities

Numerous school-wide special programs are available for undergraduate and graduate students. These include study and internship opportunities around the world and in the international capital city of Washington, D.C., including the U.S. Department of State. These opportunities help SIS students link theory and practice actively and build skills that are critical in an increasingly global world. Students write for SIS publications, including *The Diplomatic Pouch*, the SIS graduate journal *Swords & Ploughshares*, and *Demokratizatsiya*, and participate in school and university governance, enhancing both service and leadership potential. Through the SIS Research Symposium or working on a publication with peers or professors, SIS students at all levels are involved in cutting-edge scholarly and policy-oriented research. A limited number of graduate fellowships and assistantships are awarded on the basis of merit as well as school and program needs.

The Griffith Lecture Series, organized by the SIS Graduate Student Council, brings visiting scholars and foreign policy practitioners to the school each year. The annual Warren Hunsberger Lecture highlights a distinguished scholar of Asian studies. Regular fora in international development, international communication, international politics, and U.S. foreign policy attract experts from around the world and engage students in formal and informal discussions. The weekly International Development Forum invites noted scholars, policy makers, and in-

ternational development professionals to interact with students, faculty, and members of the Washington development community in discussions of current issues in the international development field.

The school also sponsors numerous co-curricular opportunities including the annual SIS student-faculty softball game and the student-faculty-alumni autumn hike. Career-oriented workshops greatly enhance opportunities for successful learning and networking.

### Educational Resources in Washington, D.C.

Only in Washington can the subject of international affairs be studied in such a relevant context. This location affords opportunities for hands-on learning with academic credit through internships in government and private sectors with international interests. Internships are available with international organizations, congressional committees, lobbying groups, research organizations, and government offices of special professional interest to students.

Qualified undergraduate and graduate students have the opportunity to enroll in courses at any of the institutions in the Consortium of Universities of the Washington Metropolitan Area. By taking advantage of consortium offerings, students may greatly enrich their programs, particularly in specialized interest areas and language study. Washington, D.C. offers unique research facilities including the Library of Congress, the National Archives, and various other libraries maintained by government agencies, public and private international organizations, associations, and other area universities.

As a member of the Inter-University Consortium for Political and Social Research (ICPSR), American University has ready access to hundreds of data sets. The university operates the Social Science Computer Laboratory, which provides students access to commonly used applications and to the Internet.

### Study Abroad

AU Abroad offers the opportunity for students to study abroad and gain full American University course credit. All students are encouraged to learn and work in another culture. AU Abroad enclave programs, many of which include internship opportunities, are offered in Beijing, Berlin, Brussels, Havana, London, Madrid, Nairobi, Paris, Prague, Rome, and Santiago. In addition, through the AU Abroad Partner program students may spend a semester or year at prestigious universities across the globe, including Canada, Mexico, England, Scotland, Ireland, France, Poland, Netherlands, Argentina, Australia, New Zealand, Korea, Israel, Egypt, Lebanon, and Sharjah, U.A.E. International study tours led by faculty members are offered during semester breaks and summer sessions. For more information on AU Abroad programs, call 202-885-1320 or 866-313-0757, e-mail [auabroad@american.edu](mailto:auabroad@american.edu) or go to: [www.auabroad.american.edu/](http://www.auabroad.american.edu/).

### Career and Professional Opportunities

The school has had great success preparing students for careers in the public, private, and not-for-profit sectors. Graduates

have established flourishing careers in fields including foreign service, economic development, intelligence gathering and assessment, disaster relief, policy analysis, congressional affairs, and technology transfer. Graduates accept positions in Washington and elsewhere with agencies concerned with health, food resources, population, security, arms control, diplomacy, and international trade and banking. SIS alumni also serve in the international branches of organizations involved in law, agriculture, science, religion, culture, printing and publishing, journalism, management, accounting, and higher education. The wide range of government activities in Washington, D.C., including the Foreign Service, the Armed Forces, and Congress create unique opportunities for career development.

#### **Undergraduate Study**

SIS offers the B.A. in International Studies or the B.A. in Language and Area Studies with the following majors: French/Europe, German/Europe, Spanish/Latin America, and Russian/Area Studies.

The B.A. in International Studies begins with foundation courses in world politics, cross cultural communication, Western traditions, non-Western area studies, U.S. politics, and economics. Students take foreign language, research methods, and core field courses selected from international development, international economic relations, international peace and conflict resolution, global environmental politics, and U.S. foreign policy. Building on the foundation and core courses, students select an area specialization (Africa, the Americas, Asia, Europe, the Middle East, or Russia and Central Eurasia) and a functional field of concentration (business, comparative and international race relations, global environmental politics, international communication, international development, international economic relations, international politics, Islamic studies, peace and conflict resolution, or U.S. foreign policy). The program capstone is the integrative senior seminar.

The B.A. in Language and Area Studies program, jointly designed and administered by the College of Arts and Sciences (CAS) and the School of International Service (SIS), responds to the national need for foreign language skills in the global village for effective communication and improved international understanding. This degree program provides a foundation in language and culture courses complemented by area-related social science courses. There is also a variety of course offerings

with an international focus offered by other departments including anthropology, business, communication, economics, education, government, history, language, philosophy, and sociology.

**Honor Society** The International Relations Honor Society, Alpha Chapter of Sigma Iota Rho, was founded at American University on April 12, 1984. Sigma Iota Rho is an interdisciplinary scholarly recognition society founded for undergraduates whose course of study concentrates on international relations.

#### **Graduate Study**

The school's graduate programs are grounded in the social sciences and reflect a strong commitment by the school's faculty to teaching and research. Students are encouraged to present conference papers, engage in collaborative work with faculty members, and submit articles to refereed journals."

The School of International Service offers an M.A. in International Affairs, M.A. in International Communication, M.A. in International Development, M.A. in International Peace and Conflict Resolution, M.A. in Global Environmental Policy, M.A. in Ethics, Peace, and Global Affairs, M.S. in Development Management, the Master of International Service, and a Ph.D. in International Relations.

There are dual degree programs combining the M.A. in International Affairs with a J.D., M.A. in International Peace and Conflict Resolution with a Master of Theological Studies or the Master of Arts in Teaching, or M.A. in International Development with a Master of Theological Studies. Graduate students are encouraged to take advantage of the university's dual degree option and earn two master's degrees simultaneously.

#### **Certificate Programs**

SIS offers undergraduate certificates in International Affairs and European Studies. Graduate-level credit certificates include The Americas, Cross-Cultural Communication, European Studies, International Economic Policy, and Peacebuilding. Graduate Professional Development Certificates are available in Comparative and Regional Studies, Global Environmental Policy, International Communication, International Development, International Economic Policy, International Peace and Conflict Resolution, International Politics, and United States Foreign Policy.

# Undergraduate Programs

---

## B.A. in International Studies

### B.A. in Language and Area Studies

French/Europe, German/Europe,  
Spanish/Latin America, or Russian/Area Studies

## B.A. in International Studies

---

### Admission to the Program

Candidates for admission to the school must present evidence of excellent personal and academic qualifications. To be considered for freshman admission, an applicant should have earned at least a B average in secondary school. Cultural factors are considered in evaluating transcript and examination results. Other factors taken into account are leadership qualities, character, and personal interest. Students from other regionally-accredited collegiate institutions, and students in other programs at American University who have completed the freshman year, should maintain a cumulative grade point average of 3.00 (on a 4.00 scale) to be considered for transfer to the school.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### Major Requirements

- 64 credit hours plus 3–16 credit hours in foreign language course work, with grades of C or better

Up to 18 of these credit hours may also count toward fulfillment of General Education requirements.

Students may, where appropriate and with SIS approval, select special topics courses to fulfill requirements. Students may apply up to 3 credit hours toward the major from an approved internship or cooperative education field experience. Study abroad course credits may be used toward the major with the approval of SIS.

### Foundation Courses (28 credit hours)

- SIS-101 Leadership Gateway (1)
- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- ECON-200/ECON-200G Microeconomics 4:2 (3)
- One course in U.S. politics from the following:  
GOVT-110/GOV-110G Politics in the  
United States 4:1 (3–4)

- GOVT-120 Introduction to American Politics (3–4)
- GOVT-210/GOVT-210G Political Power and American Public Policy 4:2 (3)
- GOVT-215/GOVT-215G Civil Rights and Liberties 4:2 (3)
- SIS-105/SIS-105G World Politics 3:1 (3)
- SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)
- Two courses focusing on Western traditions (6 credit hours) from the following:  
ANTH-235G Early America: The Buried Past 2:2 (3)  
ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)  
ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)  
COMM-270G How the News Media Shape History 2:2 (3)  
GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3)  
GOVT-303 Ancient Political Thought (3)  
GOVT-305 Modern Political Thought (3)  
HIST-100G Historians and the Living Past 2:1 (3)  
HIST-110/HIST-110G Renaissance and Revolutions: Europe, 1400–1815 2:1 (3)  
HIST-115G Work and Community 2:1 (3)  
HIST-202 The Ancient World: Greece (3)  
HIST-203 The Ancient World: Rome (3)  
HIST-204 Medieval Europe (3)  
HIST-205/HIST-205G American Encounters: 1492–1865 2:2 (3)  
HIST-215/HIST-215G Social Forces that Shaped America 2:2 (3)  
HIST-235/HIST-235G The West in Crisis: 1900–1945 2:2 (3)  
HIST-245 Modern Jewish Civilization (3)  
JLS-110/JLS-110G Western Legal Traditions 2:1 (3)  
JLS-225/JLS-225G American Legal Culture 2:2 (3)  
JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3)  
JWST-205G Voices of Modern Jewish Literature 2:2 (3)  
LIT-125G Great Books That Shaped the Western World 2:1 (3)  
LIT-235G African American Literature 2:2 (3)  
LIT-240G Asian American Literature 2:2 (3)  
LIT-265/LIT-265G Literature and Society in Victorian England 2:2 (3)  
LFS-230G The Modernist Explosion: Culture and Ideology in Europe 2:2 (3)  
PHIL-105/PHIL-105G Western Philosophy 2:1 (3)  
PHIL-220/PHIL-220G Moral Philosophy 2:2 (3)  
PHIL-221 Philosophy, Politics, and Society (3)  
PHIL-235G Theories of Democracy and Human Rights 2:2 (3)  
PHIL-300 Ancient and Medieval Philosophy (3)  
PHIL-301 Modern Philosophy from Bacon to Hegel (3)  
PHIL-302 Nineteenth Century Philosophy (3)

- PHIL-303 Twentieth Century Philosophy (3)  
 PHYS-230G Changing Views of the Universe 2.2 (3)  
 RELG-105/RELG-105G The Religious Heritage of the West 2.1 (3)  
 RELG-220G Religious Thought 2.2 (3)  
 SOCY-215/SOCY-215G The Rise of Critical Social Thought 2.2 (3)  
 WGST-150/WGST-150G Women's Voices through Time 2.1 (3)

- Two courses in non-Western area studies (6 credit hours), with one course from each of two different areas. See also the list of approved courses in the SIS Undergraduate Advising Office.

#### *Africa*

- LIT-150/LIT-150G Third World Literature 3:1 (3)  
 RELG-210/RELG-210G Non-Western Religious Traditions 3:2 (3)  
 SIS-250/SIS-250G Civilizations of Africa 3:2 (3)  
 SIS-265 Contemporary Africa (3)

#### *The Americas*

- HIST-241 Colonial Latin America (3)  
 HIST-242 Latin America since Independence (3)  
 LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)  
 SIS-276 Contemporary Latin America (3)

#### *Asia*

- HIST-250/HIST-250G Civilization and Modernization: Asia 3:2 (3)  
 RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)  
 RELG-210/RELG-210G Non-Western Religious Traditions 3:2 (3)  
 SIS-161 Civilizations of Asia (3)  
 SIS-255/SIS-255G China, Japan and United States 3:2 (3)

#### *Middle East*

- HIST-343 History of Israel (3)  
 RELG-370 Islam (3)  
 SIS-245/SIS-245G The World of Islam 3:2 (3)  
 SIS-264 Contemporary Middle East (3)  
 SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)

#### *Russia and Central Eurasia*

- HIST-225/HIST-225G Russia: Past and Present 3:2 (3)  
 HIST-230 Early Russian History, 988–1700 (3)  
 HIST-231 Imperial Russia, 1700–1917 (3)  
 HIST-232 Twentieth Century Russia (3)  
 SIS-258 Contemporary Russia (3)

#### *Core Field Courses (9 credit hours)*

- Three courses from the following fields. See the list of approved core field courses in the SIS Undergraduate Advising Office.

#### *Global Environmental Politics*

#### *International Development*

#### *International Economic Policy*

#### *International Peace and Conflict Resolution*

#### *United States Foreign Policy*

#### **Research Methods (6–7 credit hours)**

- SIS-206 Introduction to International Relations Research (3)
- One course from the following:  
 CSC-100 Computers and Information (3)  
 STAT-202 Basic Statistics (4)  
 other course approved by SIS Undergraduate Advising Office

#### **Foreign Language (3–16 credit hours)**

- 3–16 credit hours in one modern foreign language, depending on initial placement. Consult the SIS Undergraduate Office for more information.

#### **Area Specialization (9 credit hours)**

- Three courses in one of the following regional areas: Africa, the Americas, Asia, Europe, the Middle East, and Russia and Central Eurasia  
 A minimum of two courses (6 credit hours) must be taken in SIS and a minimum of two courses must be taken at the 300 level or above.

#### *Africa*

- ANTH-339 Culture Area Analysis (3) (topics)  
 LIT-150/LIT-150G Third World Literature 3:1 (3)  
 RELG-210/RELG-210G Non-Western Religious Traditions 3:2 (3)  
 SIS-250/SIS-250G Civilizations of Africa 3:2 (3)

- SIS-265 Contemporary Africa (3)  
 SIS-573 International Relations of Africa I (3)  
 SIS-574 International Relations of Africa II (3)

#### *The Americas*

- ANTH-339 Culture Area Analysis (3) (topics)  
 HIST-241 Colonial Latin America (3)  
 HIST-242 Latin America since Independence (3)  
 HIST-340 Latin American Studies (3)  
 LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)  
 SIS-276 Contemporary Latin America (3)  
 SIS-577 International Relations of the Americas (3)  
 SPAN-357 Introduction to Latin American Literature (3)

#### *Asia*

- ANTH-339 Culture Area Analysis (3) (topics)  
 HIST-250/HIST-250G Civilization and Modernization: Asia 3:2 (3)  
 HIST-347 Asian Studies (3) (topics)  
 RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)  
 RELG-210/RELG-210G Non-Western Religious Traditions 3:2 (3)  
 RELG-373 Hinduism (3)  
 SIS-161 Civilizations of Asia (3)  
 SIS-255/SIS-255G China, Japan and United States 3:2 (3)

SIS-559 Selected Topics in Cross-National Studies (3)

SIS-561 Modern China (3)

SIS-567 International Relations of East Asia I (3)

### *Europe*

FREN-324 *Civilisation Française I* (3)

FREN-325 *Civilisation Française II* (3)

FREN-326 French Topics (3)

GERM-336 German Topics (3)

GERM-438 German Civilization I (3)

GERM-439 German Civilization II (3)

GOVT-334 Modern British Politics (3) (study abroad)

HIST-110/HIST-110G Renaissance and Revolution:

Europe, 1400–1815 2:1 (3)

HIST-204 Medieval Europe (3)

HIST-221 History of Britain I (3)

HIST-222 History of Britain II (3)

HIST-239 Modern Germany since 1848 (3)

HIST-318 Nazi Germany (3)

HIST-319 Holocaust (3)

HIST-320 War and Diplomacy: Napoleon to Bismarck (3)

HIST-326 European Society in the Nineteenth and

Twentieth Centuries (3)

HIST-327 Twentieth Century Europe (3)

HIST-334 Victorian England (3)

HIST-336 History of Ireland (3)

HIST-337 British Studies (3) (topics)

SIS-331 An Overview of the European Union (3)

SIS-347 Contemporary Germany and Berlin (3) (study abroad)

SIS-355 The Relations of Western European Nations (3)

SIS-380 Brussels Seminar (4) (study abroad)

SIS-387 Madrid Seminar (4) (study abroad)

SIS-530 Colloquium on the Common Market (3)

SIS-551 Economy, Politics and Society in Europe (3)

SIS-557 Foreign Policy Formulation in West European States (3)

### *Middle East*

HIST-343 History of Israel (3)

RELG-370 Islam (3)

SIS-245/SIS-245G The World of Islam 3:2 (3)

SIS-264 Contemporary Middle East (3)

SIS-364 Contemporary Islam and International Relations (3)

SIS-365 Arab-Israeli Relations (3)

SIS-571 International Relations of the Middle East I (3)

SIS-572 International Relations of the Middle East II (3)

SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)

### *Russia and Central Eurasia*

HIST-225/HIST-225G Russia: Past and Present 3:2 (3)

HIST-230 Early Russian History, 988–1700 (3)

HIST-231 Imperial Russia, 1700–1917 (3)

HIST-232 Twentieth Century Russia (3)

HIST-345 Russian Studies (3) (topics)

LFS-200/LFS-200G Russia and the United States 3:2 (3)

SIS-258 Contemporary Russia (3)

SIS-558 Authoritarianism and Democracy in Russia (3)

### **Functional Field of Concentration (9 credit hours)**

- Three courses in one of the following functional fields: Comparative and international race relations, global environmental politics, international business relations, international communication, international development, international economic relations, international politics, Islamic studies, peace and conflict resolution, or United States foreign policy

A minimum of two courses (6 credit hours) must be taken in SIS and a minimum of two courses must be taken at the 300 level or above.

### *Comparative and International Race Relations*

ANTH-210/ANTH-210G Roots of Racism and Interracial Harmony 3:2 (3)

COMM-534 Race, Gender, and the Media (3)

SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)

SIS-220/SIS-220G Confronting Our Differences/Discovering Our Similarities: Conflict Resolution 3:2 (3)

SOCY-210/SOCY-210G Inequality: Class, Race, Ethnicity 4:2 (3)

SOCY-351 Race and Ethnic Conflict (3)

SOCY-553 Multiculturalism (3)

### *Global Environmental Politics*

SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)

SIS-337 International Development (3)

SIS-388 International Environmental Politics (3)

other courses approved by SIS

*Note:* Participation in the International Environment and Development Semester together with SIS-388 fulfills all requirements for this concentration

### *International Business Relations*

Consult the SIS Undergraduate Office for approved courses.

### *International Communication*

SIS-340 Foundations of International Communication (3)

SIS-341 Intercultural Communication (3)

SIS-349 Selected Topics in International Communication (3)

### *International Development*

ECON-110/ECON-110G The Global Majority 3:1 (3)

ECON-318 Economic History (3)

ECON-361 Economic Development (3)

EDU-285/EDU-285G Education for International Development 3:2 (3)

GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3)

HIST-120/HIST-120G Imperialism and Revolution 3:1 (3)

LIT-150/LIT-150G Third World Literature 3:1 (3)

SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)

SIS-337 International Development (3)

SIS-536 Special Topics in Development Management (3)

SIS-537 Special Topics in International Development (3)

SOCY-110/SOCY-110G Views from the  
Third World 3:1 (3)

SOCY-365 Economic Development and Social Change (3)  
*Note:* Participation in the International Environment and Development Semester fulfills all requirements for this concentration

#### *International Economic Relations*

- ECON-370 International Economics (3)
- ECON-371 International Economics: Trade (3)
- ECON-372 International Economics: Finance (3)
- SIS-215/SIS-215G Competition in an Interdependent  
World 3:2 (3)
- SIS-385 International Economic Policy (3)
- SIS-388 International Environmental Politics (3)
- SIS-389 Special Topics in Policy Analysis (3)
- SIS-465 International Trade and Investment Relations (3)
- SIS-466 International Monetary and Financial Relations (3)
- SIS-504 Multinational Corporations (3)

#### *International Politics*

- HIST-120/HIST-120G Imperialism and Revolution 3:1 (3)
- HIST-320 War and Diplomacy: Napoleon to Bismarck (3)
- HIST-321 War and Peace: Bismarck to Hitler (3)
- SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
- SIS-215/SIS-215G Competition in an Interdependent  
World 3:2 (3)
- SIS-301 Theories of International Politics (3)
- SIS-321 International Law (3)
- SIS-322 Human Rights (3)
- SIS-325 International Organizations (3)
- SIS-355 Relations of Western European Nations (3)
- SIS-504 Multinational Corporations (3)
- SIS-518 Legacy of World War II Diplomacy (3)

#### *Islamic Studies*

- RELG-105/RELG-105G The Religious Heritage of the  
West 2:1 (3)
- RELG-185/RELG-185G Forms of the Sacred: Religions of  
the East 3:1 (3)
- RELG-370 Islam (3)
- SIS-245/SIS-245G World of Islam 3:2 (3)
- SIS-364 Contemporary Islam and International Relations (3)
- SIS-596 Selected Topics (3) with permission of the  
student's advisor

#### *Peace and Conflict Resolution Studies*

- SIS-308 Introduction to Peace and Conflict Resolution (3)  
*or*  
SIS-328 Approaches to Peacemaking (3)
- SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)
- SIS-220/SIS-220G Confronting Our Differences/Discovering  
Our Similarities: Conflict Resolution 3:2 (3)
- SIS-321 International Law (3)
- SIS-322 Human Rights (3)
- SIS-325 International Organizations (3)
- SIS-396 Selected Topics (3) with permission of the  
student's advisor

*Note:* Participation in the Peace and Conflict Resolution Semester fulfills all requirements for this concentration.

#### *United States Foreign Policy*

- SIS-381 Foreign Policies of the Great Powers (3)
- SIS-382 Analysis of United States Foreign Policy (3)
- SIS-384 American Defense and Security Policy (3)
- SIS-385 International Economic Policy (3)
- SIS-389 Special Topics in Policy Analysis (3) (topic  
approved by advisor)
- SIS-396 Selected Topics (3) with permission of the  
student's advisor
- SIS-465 International Trade and Investment Relations (3)
- SIS-466 International Monetary and Financial Relations (3)
- SIS-581 Schools of Thought in Contemporary United States  
Foreign Policy (3)
- SIS-583 United States in World Affairs (3)
- SIS-588 International Security and Arms Control (3)

*Note:* Participation in the International Politics and Foreign Policy Semester fulfills all requirements for this concentration.

#### **Senior Seminar (3 credit hours)**

- SIS-400 Senior Seminar in International Relations (3)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To fulfill requirements for University Honors in International Studies, students may enroll in Honors sections of upper-level SIS courses, University Honors Colloquia taught by SIS faculty members or SIS-350 Honors Colloquium in International Studies, or may arrange an Honors supplement to an SIS senior seminar. The school's Honors coordinator advises students in the University Honors Program regarding school options.

## **B.A. in Language and Area Studies**

The B.A. in Language and Area Studies is designed for students with a strong interest in a region of the world and in a language of that region. This innovative program achieves a balance between humanities and social sciences courses, combined with an advanced level of foreign language study. The program, jointly designed and administered by the College of Arts and Sciences (CAS) and the School of International Service (SIS), builds on the strengths of the CAS Department of Language and Foreign Studies (LFS) and the SIS field of Comparative and Regional Studies.

#### **Admission to the Program**

To be considered for freshman admission, an applicant should have earned at least a 3.00 average in secondary school. Students from other regionally accredited collegiate institutions, and students in other programs at American University who have completed the freshman year, should maintain a cumulative grade point average of 3.00 (on a 4.00 scale) to be considered for transfer to the program.

**Majors**

French/Europe, German/Europe, Russian/Area Studies, or Spanish/Latin America

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course from an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 51 credit hours with grades of C or better
- Proficiency in the appropriate foreign language demonstrated by achieving a B (3.00) average or better for all course work in the foreign language taken in the Department of Language and Foreign Studies.

Students may, where appropriate, and with Faculty Advisory Committee approval, select special topics courses to fulfill requirements. Student may also apply up to 3 credit hours toward the major from an approved internship or cooperative education field experience. Study abroad course credits may be used toward the major with the approval of the Faculty Advisory Committee.

**Course Requirements****Foundation Courses (9 credit hours)**

- SIS-105/SIS-105G World Politics 3:1 (3)
- One intercultural communication course from the following:  
SIS-140/SIS-140G Cross Cultural Communication 3:1 (3)  
SIS-340 Foundations of International Communication (3)  
SIS-341 Intercultural Communication (3)
- One comparative politics course from the following:  
GOVT-130/GOVT-130G Comparative Politics 3:1 (3)  
GOVT-231 Third World Politics (3)  
GOVT-232 Politics of Industrial Societies (3)

**Foreign Language Courses (18 credit hours)**

- 18 credit hours of course work in a single foreign language at the 300 level or above.

**Area Studies (21 credit hours)**

- 15 credit hours, with 12 credit hours at the 300 level or above, in humanities courses, including 3 credit hours from the Department of History (HIST-xxx) and an additional 3 credit hours of course work with a strong historical component, from the following. Other appropriate area studies courses may be substituted with the approval of the major advisor.

**French/Europe**

- ARTH-101 European Art: Renaissance to the Present (3)  
FREN-324 *Civilisation Française I* (3)  
FREN-325 *Civilisation Française II* (3)  
FREN-326 French Topics (3)  
FREN-327 *Le Français Commercial* (3)  
FREN-328 French Translation: Concepts and Practice (3)  
FREN-365 *Les Registres du Français* (3)  
FREN-432 *Le Siècle des Lumières* (3)  
FREN-433 *Le Romantisme* (3)  
FREN-434 *Le Réalisme* (3)  
FREN-435 *Littérature Contemporaine* (3)  
PHIL-311 Modern European Movements (3)

**German/Europe**

- ARTH-101 European Art: Renaissance to the Present (3)  
GERM-336 German Topics (3)  
GERM-338 Introduction to German Translation (3)  
GERM-432 Studies in German Film (3)  
GERM-433 German Lyric Poetry (3)  
GERM-438 German Civilization I (3)  
GERM-439 German Civilization II (3)  
HIST-239 Modern Germany since 1848 (3)  
HIST-318 Nazi Germany (3)  
LFS-230/230G The Modernist Explosion: Culture and Ideology in Europe (3)  
PHIL-311 Modern European Movements (3)

**Russian/Area Studies**

- HIST-225/HIST-225G Russia: Past and Present 3:2 (3)  
HIST-230 Early Russian History, 988–1700 (3)  
HIST-231 Imperial Russia, 1700–1917 (3)  
HIST-232 Twentieth Century Russia (3)  
HIST-345 Russian Studies (3) (topics)  
LT-367 Russian and Soviet Literature (3)  
LT-368 Dostoevsky and Tolstoy (3)  
RUSS-347 Introduction to Russian Literature (3)  
RUSS-441 Russian Media and Political Translation (3)  
RUSS-543 Russian Classics (3)  
RUSS-548 Topics in Russian Studies (3)

**Spanish/Latin America**

- HIST-241 Colonial Latin America (3)  
HIST-242 Latin America since Independence (3)  
HIST-340 Latin American Studies (3) (topics)  
LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)  
SPAN-356 Spanish Topics (3)  
SPAN-357 Introduction to Latin American Literature (3)  
SPAN-358 Introduction to Spanish Translation (3)  
SPAN-359 Advanced Spanish Translation (3)  
SPAN-450 Spanish Civilization I: Spain (3)  
SPAN-451 Spanish Civilization II: Latin America (3)  
SPAN-491 Spanish Internship: *Proyecto Amistad* (2–6)  
SPAN-554 Classics of Latin American Literature (3)  
SPAN-559 Colloquium on Latin America (3)

- 6 credit hours of course work in social science courses, selected from the following. Other appropriate area studies courses may be substituted with the approval of the major advisor.

#### *French/Europe*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-318 Economic History (3)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 GOVT-232 Politics of Postindustrial Societies (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries (3) (topics)  
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)  
 SIS-331 Overview of the European Union (3)  
 SIS-355 The Relations of West European Nations (3)  
 SIS-530 Colloquium on the Common Market (3)  
 SIS-557 Foreign Policy Formulation in West European States (3)

#### *German/Europe*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-318 Economic History (3)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 GOVT-232 Politics of Postindustrial Societies (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries (3) (topics)  
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)  
 HIST-239 Modern Germany since 1848 (3)  
 HIST-318 Nazi Germany (3)  
 SIS-331 Overview of the European Union (3)  
 SIS-355 The Relations of West European Nations (3)  
 SIS-530 Colloquium on the Common Market (3)  
 SIS-551 Economy, Politics and Society in Europe (3)  
 SIS-557 Foreign Policy Formulation in West European States (3)

#### *Russian/Area Studies*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-318 Economic History (3)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 ECON-552 Economics of Transition (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries Former USSR (3)  
 GOVT-532 Political Institutions and Processes in Selected Regions: Eastern Europe (3)  
 HIST-225/HIST-225G Russia: Past and Present 3:2 (3)  
 HIST-230 Early Russian History, 983-1700 (3)  
 HIST-231 Imperial Russia, 1700-1917 (3)  
 HIST-232 Twentieth Century Russia (3)  
 HIST-345 Russian Studies (3) (topics)  
 LFS-200/LFS-200G Russia and the United States 3:2 (3)

- SIS-258 Contemporary Russia (3)  
 SIS-381 Foreign Policies of the Great Powers (3)  
 SIS-558 Authoritarianism and Democracy in Russia (3)

#### *Spanish/Latin America*

- ANTH-339 Culture Area Analysis (3) (topics)  
 ECON-351 Comparative Economic Systems (3)  
 ECON-361 Economic Development (3)  
 ECON-318 Economic History (3)  
 GOVT-432 Political Institutions and Processes in Selected Countries (3) (topics)  
 GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)  
 HIST-241 Colonial Latin America (3)  
 HIST-242 Latin America since Independence (3)  
 HIST-340 Latin American Studies (3) (topics)  
 SIS-276 Contemporary Latin America (3)  
 SIS-337 International Development (3)  
 SIS-577 International Relations of the Americas (3)  
 SOCY-531 Regional Studies in Social Change: Latin America (3)

#### **Senior Capstone (3 credit hours)**

- Students enroll either in an SIS comparative seminar or in an approved topics or seminar course in Language and Foreign Studies

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

---

#### **Minor in Language and Area Studies**

---

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- 12 credit hours in the Department of Language and Foreign Studies at the 200 level or above, including two courses at the 300 level.
- 12 credit hours selected from an approved list of courses in area studies:

Courses include those from anthropology (ANTH-xxx), economics (ECON-xxx), history (HIST-xxx), international studies (SIS-xxx), literature (LIT-xxx), or sociology (SOCY-xxx); one 3-credit course must be at the 300 level or above from SIS; one 3-credit course must be from history.

Areas offered:

French/Europe, German/Europe, Russian/Area Studies, Spanish/Latin America: see list of approved courses for major in Language and Area Studies, above.

Japanese/Asia: consult LAS degree program advisor for approval of courses for this minor.

## **International Environment and Development Semester**

---

### **Admission to the Program**

Open to students from the Washington Semester member institutions as part of the Washington Semester Program and to juniors and seniors in good standing at American University. Students spend 12 weeks of the semester in Washington, D.C. and three weeks in Africa (fall semester) or Costa Rica (spring semester).

### **Course Requirements**

- SIS-471 International Environment and Development Seminar I (4)
- SIS-472 International Environment and Development Seminar II (4)
- SIS-473 International Environment and Development Research Project (4)
- SIS-474 International Environment and Development Internship (4)

*Note:* Participation in this program fulfills all requirements for an International Development concentration for the B.A. in International Studies.

## **International Politics and Foreign Policy Semester**

---

### **Admission to the Program**

Open to students from the Washington Semester member institutions and to juniors and seniors in good standing at American University. Recommended prerequisites for the program are at least one course in government or international relations and one in economics.

### **Course Requirements**

- SIS-491 International Politics and Foreign Policy Seminar I (4)
- SIS-492 International Politics and Foreign Policy Seminar II (4)
- SIS-493 International Politics and Foreign Policy Research Project (4)
- SIS-497 International Politics and Foreign Policy Internship (4)

A regular course from the evening offerings at American University may be substituted for either the internship or the research project.

*Note:* Participation in this program fulfills all requirements for a United States Foreign Policy concentration for the B.A. in International Studies.

## **Peace and Conflict Resolution Semester**

---

### **Admission to the Program**

Open to students from the Washington Semester member institutions as part of the Washington Semester Program and to juniors and seniors in good standing at American University.

### **Course Requirements:**

- SIS-486 Peace and Conflict Resolution Seminar I (4)
- SIS-487 Peace and Conflict Resolution Seminar II (4)
- SIS-488 Peace and Conflict Resolution Research Project (4)
- SIS-489 Peace and Conflict Resolution Internship (4)  
A regular course from the evening offerings at American University may be substituted for either the internship or the research project.

*Note:* Participation in this program fulfills all requirements for a Peace and Conflict Resolution Studies concentration for the B.A. in International Studies.

## **Minor in International Studies**

---

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor; 15 credit hours should be taken in SIS and 12 of these should be at the 300 level or above.

### **Course Requirements**

- SIS-105/SIS-105G World Politics 3:1 (3)
- One of the following:  
SIS-381 Foreign Policies of the Great Powers (3)  
SIS-382 The Analysis of United States Foreign Policy (3)  
SIS-384 American Defense and Security Policy (3)  
SIS-385 International Economic Policy (3)
- One of the following:  
SIS-258 Contemporary Russia (3)  
SIS-264 Contemporary Middle East (3)  
SIS-265 Contemporary Africa (3)  
SIS-276 Contemporary Latin America (3)  
SIS-355 The Relations of Western European Nations (3)
- One of the following:  
SIS-301 Theories of International Politics (3)  
SIS-321 International Law (3)  
SIS-325 International Organizations (3)  
SIS-340 Foundations of International Communication (3)  
SIS-349 Selected Topics in International Communication (3)
- 9 credit hours in a functional field or regional area specialization:  
Comparative and international race relations, global environmental politics, international communication, international development, international economic relations, international politics, Islamic studies, peace and conflict resolution, or United States foreign policy  
*or*  
Africa, the Americas, Asia, Europe, the Middle East, or Russia and Central Eurasia

## **Combined B.A. in International Studies and Master's Degree**

---

### **Admission to the Program**

This program enables highly qualified students to earn both a B.A. in International Studies with a functional concentration in any area of specialization offered by the School of International Service, and an M.A. in International Affairs, International Communication, International Development, or International Peace and Conflict Resolution.

Admission to the combined B.A./M.A. program requires junior or senior standing, a cumulative grade point average of 3.50, a minimum 3.50 grade point average in SIS courses, a formal application, a written faculty recommendation, and an essay on the student's academic interests and abilities in international affairs. The Graduate Record Examination (GRE) is not required. Interested students should contact the SIS Graduate Admissions Office.

### **Course Requirements**

- All requirements for the B.A. in International Studies

For graduate degree programs requiring up to 36 credit hours, undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements for both degrees.

For graduate degree programs requiring up to 39 credit hours, undergraduate students may apply 9 credit hours of approved 500-level course work to satisfy the requirements for both degrees.

For graduate degree programs requiring up to 42 credit hours, undergraduate students may apply 12 credit hours of approved 500-level course work to satisfy the requirements for both degrees.

- All requirements for the M.A. in International Affairs, the M.A. in International Communication, the M.A. in International Development, or the M.A. in International Peace and Conflict Resolution, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **Combined Bachelor's Degree and M.A. in Global Environmental Policy**

---

This program enables qualified students to earn both an undergraduate degree (in any field) and an M.A. in Global Environmental Policy. The combined program can be completed with four years of undergraduate study plus 12 months of additional study (fall and spring semesters plus a summer of research or internship). The program offers students an opportunity for strong training and careers in environmental policy.

### **Admission to the Program**

Undergraduates should apply for admission to the combined program by the end of the junior year. At a minimum, students must have a minimum overall grade point average of 3.00, a

year of laboratory science (BIO-110/210 General Biology I/II, CHEM-110/210 General Chemistry I/II, PHYS-105/205 College Physics I/II or PHYS-110/210 University Physics I/II), and a year of calculus (MATH-221/222, MATH-211/212). Applications must be accompanied by two letters of recommendation and a statement of purpose. Graduate Record Examination (GRE) scores are not required for admission to the combined program. Students should discuss their interest in the program with the environmental studies coordinator before submitting an application.

### **Requirements**

- All requirements for a B.A. or B.S. (in any major) at American University
- Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements for both degrees. ENVS-580 Environmental Science I and ENVS-581 Environmental Science II are recommended.
- All requirements for the M.A. in Global Environmental Policy, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **Undergraduate Certificate in European Studies**

---

### **Certificate Requirements**

- 18 credit hours of approved course work with at least 9 credit hours at the 300-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 2.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.
- Foreign language proficiency
- Study abroad or approved internship with a European focus
- Capstone: successful completion of a 3 credit-hour European studies research project conducted under the supervision of a faculty member associated with the European studies certificate program.

### **Course Requirements**

- 18 credit hours of approved European studies-related course work including study abroad or approved internship with a European focus, and a 3 credit hour capstone. Students should take at least one course outside of their main area, discipline, or field.

## **Undergraduate Certificate in International Affairs**

---

### **Admission to the Program**

Open to students enrolled in a degree program or at least junior standing or equivalent. Applicants must submit SAT scores and their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

### **Certificate Requirements**

- 24 credit hours of approved course work with at least 12 credit hours at the 300-level or above with grades of C or better. Grades of C- or D in certificate program courses will not be accepted toward the fulfillment of certificate requirements although these grades will be included in the calculation of the

cumulative grade point average. Students must have at least a 2.0 grade point average in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period after they are admitted. International students must enroll in 12 credit hours each semester (except for summer). All programs must be completed within four years. A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- One of the following:  
SIS-105/SIS-105G World Politics 3:1 (3)  
SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)  
other approved General Education Course
- 21 credit hours in courses approved by the advisor, including one course which serves as a capstone course.

## **Graduate Programs**

---

### **M.A. in International Affairs**

#### *concentrations:*

*Comparative and Regional Studies (CRS)*

*International Economic Relations (IER)*

*International Politics (IP)*

*United States Foreign Policy (USFP)*

**M.A. in International Communication**

**M.A. in International Development**

**M.A. in International Peace and Conflict Resolution**

**M.A. in Ethics, Peace, and Global Affairs**

**M.A. in Global Environmental Policy**

### **Dual Degree Programs:**

**M.A. in International Affairs and J.D.**

**M.A. in International Affairs: concentration in Natural Resources and Sustainable Development**  
with United Nations University for Peace, Costa Rica

**M.A. in International Development and Master of Theological Studies**

**M.A. in International Peace and Conflict Resolution and Master of Arts in Teaching or Master of Theological Studies**

**Master of International Service (executive program)**

**M.S. in Development Management**

**Ph.D. in International Relations**

### **M.A. in International Affairs**

---

#### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission.

The application deadline for fall admission is January 15; for spring admission October 1 (September 15 for international students). Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferral is submitted to and approved by the SIS Graduate Admissions Office.

All applicants except students whose degree was earned at an institution where English was not the language of instruction are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose degree was not conducted in English and/or whose native language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). LSAT scores will be accepted in place of the GRE for J.D./M.A. applicants. Fall applicants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be in-

cluded in the application. Applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

### Degree Requirements

- 39–42 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including a minimum of 18 credit hours in a major field including one theory course and one graduate-level economics or international economic policy course appropriate to the field, 9 credit hours in a related field selected from offerings in SIS or other teaching units of the university, 6 credit hours in social science research methodology and 6 credit hours of research.

#### Comprehensive examination in the major field

To be eligible to take a comprehensive examination, students must have maintained at least a 3.00 grade point average (on a 4.0 scale) in all graduate course work. See the SIS Graduate Advising Office for comprehensive examination requirements for each field.

- Demonstration of research and writing skills through completion of a master's thesis, substantial research paper requirement, or research practicum. All courses taken to fulfill this requirement must be passed with a grade of B or better.

**Thesis:** 6 credit hours of thesis credit and submission of the thesis.

**Substantial research paper requirement:** one 3 credit hour internship or cooperative education field experience and one 3 credit hour substantial research paper, or two substantial research papers

**Research practicum:** 6 credit hours supervised by major field faculty advisors (by permission and specific arrangement).

- Proficiency in a modern foreign language:

Research competence in English and another language relevant to the student's career objectives must be certified.

### Major Field Concentrations

Comparative and Regional Studies (CRS); International Economic Relations (IER); International Politics (IP); United States Foreign Policy (USFP), or Natural Resources and Sustainable Development (NRSD) (through exchange program with United Nations University for Peace, Costa Rica)

### Course Requirements

#### COMPARATIVE AND REGIONAL STUDIES (CRS) (39 credit hours)

##### Major Field (18 credit hours)

- SIS-672 Theories of International and Comparative Studies (3)
  - or
  - approved course in comparative theory (3)
- One of the following
  - SIS-589 Global Political Economy (3)
  - SIS-673 Comparative Political Economy (3)
  - or other approved course in comparative economics (3)
- 12 credit hours of course work in a regional concentration: Africa, the Americas, Asia, Europe, the Middle East, Russia and Central Eurasia, or Islamic Studies.

##### Related Field (9 credit hours)

- Three approved courses from one of the other major field groups in SIS: Global Environmental Policy (GEP), International Communication (IC), International Development (ID), International Economic Relations (IER), International Peace and Conflict Resolution (IPCR), International Politics (IP), and United States Foreign Policy (USFP).

or

Three courses making up an optional related field and approved by the student's faculty advisor.

##### Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- methodology course appropriate to the student's research interests (3)

##### Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
  - or
  - Substantial research paper requirement

*Note:* The thesis (or at least 3 credit hours of the substantial research paper requirement) must relate to the regional and comparative aspects of the CRS field. A practicum research course must receive prior approval from the faculty advisor.

#### INTERNATIONAL ECONOMIC RELATIONS (IER) (39–42 credit hours)

##### Major Field (18-21 credit hours)

- ECON-603 Introduction to Economic Theory (3)
  - Note:* Students with a strong background in economics may have this course requirement waived without substitution with permission of advisor.
- SIS-616 International Economics (3) (prerequisite: ECON-603 or equivalent)
- SIS-665 International Trade and Investment Relations (3)
- SIS-666 International Monetary and Financial Relations (3)

- 9 credit hours of international economic policy courses from either SIS or other departments, in an area such as trade and investments, money and finance, business, law and policy, or an individually-designed area, with the approval of the faculty advisor.

#### **Related Field (9 credit hours)**

- Three approved courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), Global Environmental Policy (GEP), International Communication (IC), International Development (ID), International Peace and Conflict Resolution (IPCR), International Politics (IP), or United States Foreign Policy (USFP).

*or*

Three courses making up an optional related field (including international business) and approved by the student's faculty advisor.

#### **Social Science Research Methodology (6 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)
- methodology course appropriate to the student's research interests (3)

#### **Research and Writing Requirement (6 credit hours)**

- SIS-797 Master's Thesis Supervision (6)

*or*

#### **Substantial research paper requirement**

*Note:* The thesis or substantial research paper must relate clearly to the field of international economic relations.

### **INTERNATIONAL POLITICS (IP) (39 credit hours)**

#### **Major Field (18 credit hours)**

- ECON-603 Introduction to Economic Theory (3)
  - or*
  - approved course in economics (3)
- SIS-601 Theory in International Relations (3)
  - or*
  - SIS-604 Masterworks of International Relations (3)
- 12 credit hours in the International Politics (IP) field proposed by the student in a statement of purpose and approved by the student's faculty advisor.

#### **Related Field (9 credit hours)**

- Three courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), Global Environmental Policy (GEP), International Communication (IC), International Development (ID), International Economic Relations (IER), International Peace and Conflict Resolution (IPCR), or United States Foreign Policy (USFP).
  - or*

Three courses making up an optional related field approved by the student's faculty advisor or the SIS Graduate Office.

#### **Social Science Research Methodology (6 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)

- methodology course appropriate to the student's research interests (3)

#### **Research and Writing Requirement (6 credit hours)**

- SIS-797 Master's Thesis Supervision (6)
  - or*

#### **Substantial research paper requirement**

*Note:* The thesis or substantial research paper must relate clearly to the field of international politics.

### **UNITED STATES FOREIGN POLICY (USFP) (39 credit hours)**

#### **Major Field (18 credit hours)**

- SIS-689 Seminar in Policy Analysis (3)
  - or*
  - SIS-581 Schools of Thought in Contemporary U.S. Foreign Policy (3)
- One of the following:
  - ECON-603 Introduction to Economic Theory (3)
  - SIS-615 Fundamentals of U.S. Foreign Economic Policy (3)
  - approved course in economic policy (3)
- SIS-682 United States Foreign Policy (3)
- 9 credit hours from the following
  - SIS-581 Schools of Thought in Contemporary U.S. Foreign Policy (3) (if not used to fulfill requirement above)
  - SIS-583 United States in World Affairs (3)
  - SIS-588 International Security and Arms Control (3)
  - SIS-619 Special Studies in International Politics (3) (topic approved by advisor)
  - SIS-683 Congress and U.S. Foreign Policy (3)
  - SIS-684 National Security Policy (3)
  - SIS-685 United States-Russian/Eurasian Security Relations (3)
  - SIS-689 Seminar in Policy Analysis (3) (if not used to fulfill requirement above)

or approved SIS courses relating directly to U.S. foreign policy, country- or region-specific topics, international economic policy or issues such as law, illicit drugs, intelligence, and arms control.

#### **Related Field (9 credit hours)**

- Three approved courses from one of the other major field groups in SIS: Comparative and Regional Studies (CRS), Global Environmental Policy (GEP), International Communication (IC), International Development (ID), International Economic Relations (IER), International Peace and Conflict Resolution (IPCR) or International Politics (IP).
  - or*

Three courses making up an optional related field approved by the student's faculty advisor or the SIS Graduate Office.

#### **Social Science Research Methodology (6 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)
- methodology course appropriate to the student's research interests (3)

**Research and Writing Requirement (6 credit hours)**

- SIS-797 Master's Thesis Supervision (6)

*or*

Substantial research paper requirement

*Note:* The thesis or substantial research paper must clearly relate to the field of U.S. foreign policy.

**NATURAL RESOURCES AND SUSTAINABLE DEVELOPMENT (42 credit hours)**

*Note:* This concentration is available only through the exchange program with United Nations University for Peace, Costa Rica. Contact the SIS Graduate Office for more information.

**Major Field (29 credit hours)**

- ECON-603 Introduction to Economic Theory (3)  
or one of the following:  
ECON-579 Environmental Economics (3)  
SIS-616 International Economics (3)  
approved economics course
- SIS-637 International Development (3)  
*or*  
SIS-649 Environment and Development (3)
- SIS-660 Environment and Politics (3)
- 11 credit hours of SIS-602 AU-University for Peace Exchange topics courses
- additional 9 credit hours of approved SIS graduate courses  
**Social Science Research Methodology (7 credit hours)**
- SIS-602 AU-University for Peace Exchange (topics)  
**Research and Writing Requirement (6 credit hours)**
- SIS-602 AU-University for Peace Exchange:  
Internship (3)
- SIS-795 Master's Research Requirement (3)

**M.A. in International Affairs and J.D.**

Graduates receive the J.D. degree from the Washington College of Law and the M.A. in International Affairs from the School of International Service.

**Admission to the Program**

Students apply to both the Washington College of Law (WCL) and the School of International Service (SIS). Students may begin their studies in SIS after completing one full year of full-time study at WCL. SIS accepts LSAT scores in place of the GRE general scores normally required for admission. For specific criteria employed by SIS, see the graduate admission and degree requirements for the M.A. in International Affairs above. Admission to either WCL or SIS in no way implies that admission to the other will be granted. Students who have been admitted to the M.A. in International Affairs may apply to WCL. For more information on admission requirements, contact the WCL Admissions Office at 202-274-4101.

**Degree Requirements**

- 86 credit hours of WCL course work

Up to 6 credit hours of SIS course work may be credited toward the J.D. requirement.

- 39 credit hours of approved graduate course work in an SIS M.A. in International Affairs concentration: Comparative and Regional Studies (CRS), International Economic Relations (IER), International Politics (IP), or United States Foreign Policy (USFP).

Up to 15 credit hours in WCL courses may be credited toward the M.A. requirements (see approved list in the SIS Graduate Office).

- Proficiency in one modern foreign language

- Comprehensive examination

- Thesis or substantial research paper requirement  
**Course Requirements**

- approved major theory course (3)
- approved major field course (3)
- approved research methods course (3)
- approved economic or business policy course (3)
- 9 credit hours of approved related field courses
- 6 credit hours of master's thesis or substantial research paper requirement option
- Up to 15 credit hours in WCL course work including the following:  
LAW-516 Legal Rhetoric: Writing and Research I (2)  
LAW-517 Legal Rhetoric: Writing and Research II (2)  
5 credit hours of approved international law course work

**M.A. in International Communication****Admission to the Program**

Students applying for admission to this program must have had a strong undergraduate major or minor in social and behavioral sciences or communication. For further information, contact the International Communication Division at 202-885-1621.

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission.

The application deadline for fall admission is January 15; for spring admission October 1 (September 15 for international students). Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferral is submitted to and approved by the SIS Graduate Admissions Office.

All applicants except students whose degree was earned at an institution where English was not the language of instruction are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose degree was not conducted in English and/or whose native language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer

version). Fall applicants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be included in the application. Applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

### Degree Requirements

- 39 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including a minimum of 12 credit hours in the major field including one theory course and one graduate-level economics or international economic policy course appropriate to the field, 15 credit hours in a concentration/related field selected from offerings in SIS or other teaching units of the university, 6 credit hours in social science research methodology, and 6 credit hours of research.
- One oral comprehensive examination in international communication

To be eligible to take a comprehensive examination, students must have maintained at least a 3.00 grade point average (on a 4.00 scale) in all graduate course work.

- Demonstration of research and writing skills through completion of a master's thesis, substantial research paper requirement, or a research practicum. All courses taken to fulfill this requirement must be passed with a grade of B or better.

*Thesis:* 6 credit hours of thesis credit and submission of the thesis.

*Substantial research paper requirement:* one 3 credit hour internship or cooperative education field experience and one 3 credit hour substantial research paper taken in conjunction with a 600- or 700-level course; or two substantial research papers taken in conjunction with 600- or 700-level courses.

*Research practicum:* 6 credit hours supervised by major field faculty advisors (by permission and specific arrangement).

- Proficiency in a modern foreign language: Research competence in English and another language relevant to the student's career objectives must be certified.

### Course Requirements

#### Major Field (12 credit hours)

- SIS-640 International Communication (3)
- SIS-642 Cross-Cultural Communication (3)
- SIS-643 Political Economy of International Communication (3)

or

SIS-644 Communication and Social and Economic Development (3)

- SIS-645 International and Comparative Communication Policies (3)

#### Concentration/Related Field (15 credit hours)

- Courses approved by the student's faculty advisor selected from one concentration. Students may design their own concentration with the approval of the faculty advisor. Examples of concentrations include:

*Intercultural Relations*

*Geopolitics of Information*

*Global Media Studies*

*International Communication and Development*

*International and Comparative Communication Policy*

*International Communication and Information Technology*

#### Social Science Research Methodology (6 credit hours)

- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-695 Research Seminar in International Communication (3)

#### Research and Writing Requirement (6 credit hours)

- SIS-797 Master's Thesis Supervision (6)
- or

Substantial research paper requirement

*Note:* The thesis or substantial research paper must relate to the field of International Communication.

### **M.A. in International Development**

#### Admission to the Program

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission.

The application deadline for fall admission is January 15; for spring admission October 1 (September 15 for international students). Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferral is submitted to and approved by the SIS Graduate Admissions Office.

All applicants except students whose degree was earned at an institution where English was not the language of instruction

are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose degree was not conducted in English and/or whose native language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). Fall applicants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be included in the application. Applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

### Degree Requirements

- 39–42 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including a minimum of 15 credit hours in the core, 15 credit hours in a concentration/related field selected from offerings in SIS or other teaching units of the university, 6 credit hours in social science research methodology, and 6 credit hours of research.
- Comprehensive examination in the major field  
To be eligible to take a comprehensive examination, students must have maintained at least a 3.00 grade point average (on a 4.00 scale) in all graduate course work. The comprehensive examination requirement includes research group meetings plus an oral research presentation in conjunction with a thesis, substantial research paper, or practicum.
- Demonstration of research and writing skills through completion of a master's thesis, substantial research paper requirement, or research practicum. All courses taken to fulfill this requirement must be passed with a grade of B or better.  
Thesis: 6 credit hours of thesis credit and submission of the thesis.  
Substantial research paper requirement: one 3 credit hour internship or cooperative education field experience and one 3 credit hour substantial research paper, or two substantial research papers.  
Research practicum: 6 credit hours supervised by major field faculty advisors (by permission and specific arrangement).
- Proficiency in a modern foreign language:

Research competence in English and another language relevant to the student's career objectives must be certified.

### Course Requirements

#### **Core (12–15 credit hours)**

- ECON-603 Introduction to Economic Theory (3)  
(may be waived by the division director, which reduces the total required credit hours to 39 and the core course credit hours to 12)
- ECON-661 Survey of Economic Development (3)
- SIS-636 Micropolitics of Development (3)
- SIS-637 International Development (3)
- One of the following
  - SIS-533 Population, Migration, and Development (3)
  - SIS-616 International Economics (3)
  - SIS-650 Global Economy and Sustainable Development (3)
  - SIS-651 Managing Economic Policy Reform (3)
  - SIS-635 Advanced Topics in Development Management
    - Community Development (3)
    - Rural Development (3)
    - Urban Development (3)

#### **Concentration/Related Field (15 credit hours)**

- Courses approved by the student's faculty advisor selected from one concentration. A maximum of 6 credit hours from SIS-633 Selected Topics in International Communication, SIS-638 Selected Topics in International Development Skills, and SIS-639 Selected Topics in International Conflict Resolution Skills may be included. Students may design their own concentration with the approval of the faculty advisor. Examples of concentrations include:

*Community Development and Basic Needs*

*Development Finance and Banking*

*Development Education*

*Development Management*

*Development Policy*

*Economics and Finance and International Economic Policy*

*Entrepreneurship and Small Business*

*Environment and Development*

*Gender Studies and Development*

*NGOs and Development*

#### **Social Science Research Methodology (6 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)
- approved methodology course appropriate to the student's research interests (3)

#### **Research and Writing Requirement (6 credit hours)**

- SIS-797 Master's Thesis Supervision (6)

*or*

*Substantial research paper requirement*

## **M.A. in International Development and Master of Theological Studies**

A dual master's degree program is offered by the School of International Service and Wesley Theological Seminary. Graduates receive both the M.A. in International Development and the Master of Theological Studies.

### **Admission and Requirements**

- Applications are submitted to both SIS and Wesley. Students must be admitted separately to each program.
- Students may count up to 9 credit hours from Wesley toward the related field/concentration requirement for the M.A. in International Development, and an additional 3 credit hours toward the research requirement if they select the thesis option.

Please refer to the Wesley Theological Seminary catalog for a description of the degree requirements for the Master of Theological Studies, or call the Admissions Office at 202-885-8652.

## **M.A. in International Peace and Conflict Resolution**

### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission.

The application deadline for fall admission is January 15; for spring admission October 1 (September 15 for international students). Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferral is submitted to and approved by the SIS Graduate Admissions Office.

All applicants except students whose degree was earned at an institution where English was not the language of instruction are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose degree was not conducted in English and/or whose native language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). Applicants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be included in the application. Fall applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

### **Degree Requirements**

- 39 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including a minimum of 12 credit hours in the major field including one theory course and one 3 credit graduate-level economics or international economic policy course appropriate to the field, 12 credit hours in a concentration/related field selected from offerings in SIS or other teaching units of the university, 6 credit hours in social science research methodology, and 6 credit hours of research.
- Comprehensive examination in the major field  
To be eligible to take a comprehensive examination, students must have maintained at least a 3.00 grade point average (on a 4.00 scale) in all graduate course work. The comprehensive examination requirement includes research group meetings plus an oral research presentation in conjunction with a thesis, substantial research paper, or practicum.
- Demonstration of research and writing skills through completion of a master's thesis, substantial research paper requirement, or research practicum. All courses taken to fulfill this requirement must be passed with a grade of B or better.

Thesis: 6 credit hours of thesis credit and submission of the thesis.

Substantial research paper requirement: one 3 credit hour internship or cooperative education field experience and one 3 credit hour substantial research paper, or two substantial research papers

Research practicum: 6 credit hours supervised by major field faculty advisors (by permission and specific arrangement).

- Proficiency in a modern foreign language:  
Research competence in English and another language relevant to the student's career objectives must be certified.

### **Course Requirements**

#### **Major Field (12 credit hours)**

- SIS-606 Culture and Peace and Conflict Resolution: Alternatives to Violence (3)
- SIS-607 Peace Paradigms (3)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-610 Theory of Conflict, Violence and War (3)  
Economics (3 credit hours)
- One of the following:

ECON-603 Introduction to Economic Theory (3)

SIS-673 Comparative Political Economy (3)

approved course in economics (3)

#### **Related Field (12 credit hours)**

- Four courses approved by the IPCR faculty from one of the major field groups in SIS: Comparative and Regional Studies (CRS), Global Environmental Policy (GEP), International Communication (IC), International Development (ID), International Economic Relations (IER), International Politics (IP), or United States Foreign Policy (USFP).

*or*

Four courses approved by the student's faculty advisor making up an optional related field or an academically-sound concentration defined by a central concept which allows the student to focus on a particular area of interest.

#### **Methodology (6 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-612 Research Seminar in Peace and Conflict Resolution (3)

*or*

SIS-639 Selected Topics in International Conflict Resolution Skills (1-3) (total of 3 credit hours) or other approved methods course (3)

#### **Research and Writing Requirement (6 credit hours)**

- SIS-797 Master's Thesis Supervision (6)

*or*

Substantial research paper requirement

### **M.A. in International Peace and Conflict Resolution and Master of Arts in Teaching**

Graduates receive an M.A. in International Peace and Conflict Resolution from the School of International Service and the M.A.T. in secondary education from the School of Education.

#### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work specified at the time of admission.

Students must apply to both the School of International Service (SIS) and the School of Education (SOE) in the College of Arts and Sciences. Admission to either of the participating teaching units in no way implies admission to the other unit. For more information on admissions requirements, contact the SIS Admissions Office at 202-885-1646 or the SOE Teacher Education Office at 202-885-3720.

All applicants are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign

Language (TOEFL). The minimum TOEFL score for full consideration is 600. All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs and education.

Students seeking secondary education certification must have completed sufficient course work in an area traditionally taught in secondary schools. It is anticipated that students who complete the M.A. in International Peace and Conflict Resolution will have sufficient background to meet certification requirements in social studies. However, students who meet requirements for other subject areas will also be considered. Students will be notified at the time of admission concerning additional course work required for state certification.

#### **Degree Requirements**

- 57 credit hours of approved graduate course work with a cumulative grade point average of 3.00

Students must complete the 9 credit hours in the education core courses, 12 credit hours in secondary education, 6 credit hours of student teaching, and at least 12 of the 15 credit hours in peace and conflict resolution to receive the M.A.T.

Students must complete 15 credit hours in peace and conflict resolution, 3 credit hours in economics, 6 credit hours in methodology, 6 credit hours in research and writing, and the 9 credit hours in the education core to receive the M.A. in International Peace and Conflict Resolution.

In addition to intensive course work and student teaching placements, students are also required to participate in an educational internship program. These field placements are carefully supervised and coordinated to meet state certification requirements.

- Proficiency in a modern foreign language
- Comprehensive examination in international peace and conflict resolution
- Comprehensive examination for M.A.T.

#### **Course Requirements**

##### **Education Core (9 credit hours)**

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)

##### **Secondary Education Track (12 credit hours)**

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)

- EDU-662 Classroom Management (3)  
**Student Teaching (6 credit hours)**
- EDU-699 Student Teaching (6)  
**Peace and Conflict Resolution (15 credit hours)**
- SIS-605 Theory of Cooperative Global Politics (3)
- SIS-606 Culture and Peace and Conflict Resolution: Alternatives to Violence (3)
- SIS-607 Peace Paradigms (3)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-610 Theory of Conflict, Violence and War (3)  
**Economics (3 credit hours)**
- ECON-603 Introduction to Economic Theory (3)  
**Methodology (6 credit hours)**
- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-612 Research Seminar in Peace and Conflict Resolution (3)

*or*  
SIS-639 Selected Topics in International Conflict Resolution Skills (1-3) (total of 3 credit hours) or other approved methods course (3)

#### **Research and Writing Requirement (6 credit hours)**

- SIS-691 Internship (3)
- SIS-795 Master's Research Requirement (3) (substantial research paper (SRP))

### **M.A. in International Peace and Conflict Resolution and Master of Theological Studies**

A dual master's degree program is offered by the School of International Service and Wesley Theological Seminary. Graduates receive both the M.A. in International Peace and Conflict Resolution and the Master of Theological Studies.

#### **Admission and Requirements**

- Applications are submitted to both SIS and Wesley. Students must be admitted separately to each program.
- Students may count up to 12 credit hours from Wesley toward the M.A. in International Peace and Conflict Resolution. With SIS faculty approval, 9 credit hours fulfill the related field requirement, and 3 credit hours count toward the research requirement.

Please refer to the Wesley Theological Seminary catalog for a description of the degree requirements for the Master of Theological Studies, or call the Admissions Office at 202-885-8652.

### **M.A. in Ethics, Peace, and Global Affairs**

#### **Admission to the Program**

The M.A. in Ethics, Peace, and Global Affairs is an interdisciplinary program administered jointly by the School of International Service (SIS) and the Department of Philosophy and Religion in the College of Arts and Sciences (CAS).

Students may apply to either the Department of Philosophy and Religion or the School of International Service. The Graduate Record Examination (GRE) is required. Students applying to SIS must apply by January 15 for fall and October 1 for spring to be considered for merit-based aid.

#### **Degree Requirements**

- 39 credit hours of approved graduate work including 6 credit hours of research course work with grades of B or better
- Comprehensive examination requirement  
CAS: submission of three qualifying papers

#### **Course Requirements**

##### **Core (12 credit hours)**

- PHIL-525 Seminar on Modern Moral Problems (3)
- PHIL-693 Global Ethics (3)
- SIS-607 Peace Paradigms (3)
- SIS-614 Ethics in International Affairs (3)  
**Foundation (6 credit hours)**
- PHIL-520 Seminar on Ethical Theory (3)
- SIS-622 Human Rights (3)  
**Research Methodology (3 credit hours)**
- SIS-600 Quantitative Analysis in International Affairs (3)  
*or*  
qualitative research seminar  
**Research and Writing (6 credit hours)**

- 6 credit hours from the following: the thesis or substantial research paper and internship must relate clearly to the student's concentration and be supervised by faculty teaching related courses:

PHIL-797 Master's Thesis Seminar (6)

*or*

PHIL-691 Internship in Philosophy (3) *and*  
PHIL-702 Graduate Seminar in Philosophy  
*or*

SIS-691 Internship in International Affairs (3) *and*  
SIS-795 Master's Research Requirement (3)

- 12 credit hours in one of the following areas of concentration:

##### **Peace and Conflict Resolution**

- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)

- Three courses from the following

PHIL-613 Studies in Asian Philosophy (3) (approved topic)  
PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-515 Islamic Peace Paradigms (3)

SIS-516 Peacebuilding in Divided Societies (3)

SIS-517 Gender and Conflict (3)

SIS-540 Conflict and Development (3)

SIS-606 Culture and Peace and Conflict Resolution:

Alternatives to Violence (3)

SIS-611 International Negotiation (3)

SIS-613 Reconciliation and Justice (3)

SIS-619 Special Studies in International Politics:  
Human Rights and Conflict (3)

#### **Human Rights and Social Justice**

- Four courses from the following:

PHIL-616 Feminist Philosophy (3)

PHIL-617 Race and Philosophy (3)

PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-613 Reconciliation and Justice (3)

SIS-517 Gender and Conflict (3)

SIS-619 Special Studies in International Politics:  
Human Rights and Conflict (3)

SIS-621 International Law and the Legal Order (3)

#### **Global Environmental Justice**

- SIS-660 Environment and Politics (3)

- Three courses from the following:

PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-619 Special Studies in International Politics:  
Global Environmental Politics and Policy (3)

SIS-649 Environment and Development (3)

SIS-663 Washington Workshop: Advanced Studies and  
Research in Environmental Policy (3)

#### **Ethics of Development**

- SIS-637 International Development (3)

- Three courses from the following:

PHIL-686 Selected Topics in Philosophy (3) (approved  
topic)

SIS-540 Conflict and Development (3)

SIS-636 Micropolitics of Development (3)

SIS-647 Governance, Democracy, and Development (3)

SIS-648 Women and Development (3)

SIS-649 Environment and Development (3)

SIS-650 Global Economy and Sustainable Development (3)

#### **International Economic Justice**

- SIS-616 International Economics (3) (prerequisite:  
ECON-603 Introduction to Economic Theory)

- Three courses from the following:

PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-504 Multinational Corporations (3)

SIS-587 Globalization: Power, Production, and Culture (3)

SIS-650 Global Economy and Sustainable Development (3)

(prerequisite: SIS-637 International Development)

SIS-665 International Trade and Investment Relations (3)

SIS-666 International Monetary and Financial Relations (3)

SIS-673 Comparative Political Economy (3)

#### **Global Governance and International Organizations**

- SIS-621 International Law and the Legal Order (3)

- SIS-625 International Organizations (3)

- Two courses from the following:

PHIL-686 Selected Topics in Philosophy (3) (approved topic)

SIS-587 Globalization: Power, Production, and Culture (3)

SIS-605 Theory of Cooperative Global Politics (3)

SIS-647 Governance, Democracy, and Development (3)

SIS-672 Theories of Comparative and International Studies (3)

## **M.A. in Global Environmental Policy**

### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least 3.30 (on a 4.00 scale). Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission. Students should normally have several years of professional or practical experience. The Graduate Record Examination (GRE) is required. International applicants whose degree was not conducted in English and/or whose native language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). Fall applicants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be included in the application. Applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

The application deadline for fall admission is January 15, for spring admission October 1 (September 15 for international students). Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferment is submitted to and approved by the SIS Graduate Admissions Office.

### **Degree Requirements**

- 39 credit hours of approved graduate course work with a minimum cumulative grade point average of 3.00, including 21 credit hours in the core, 3 credit hours in social science research methodology, and 6 credit hours of research. Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.
- Comprehensive examination; a maximum of two attempts is permitted.
- Demonstration of research and writing skills through completion of a master's thesis or substantial research paper requirement. All courses taken to fulfill this requirement must be passed with a grade of B or better.

Thesis: 6 credit hours of thesis credit and submission of the thesis

Substantial research paper requirement: one 3 credit hour internship or cooperative education field experience and one 3 credit hour substantial research paper, or two substantial research papers.

- Proficiency in a modern foreign language

Research competence in English and another language relevant to the student's career objectives must be certified.

#### **Course Requirements**

##### **Core (21 credit hours)**

###### *Theory (6 credit hours)*

- SIS-660 Environment and Politics (3)

- One of the following:

LAW-618 International Environmental Law (3)

SIS-619 Special Studies in International Politics:

Global Environmental Politics and Policy (3)

SIS-649 Environment and Development (3)

###### *Economics (6 credit hours)*

- ECON-579 Environmental Economics (3)

- ECON-500 Microeconomics (3) or

ECON-603 Introduction to Economic Theory (3)

###### *Science (6 credit hours)*

- ENVS-580 Environmental Science I: A Quantitative Approach (3)

- ENVS-581 Environmental Science II: A Quantitative Approach (3)

###### *Methods (3 credits)*

- One of the following:

CSC-610 Introduction to Geographic Information Systems (3)

PUAD-601 Methods of Problem Solving I (3)

SIS-600 Quantitative Analysis in International Affairs (3)

An approved methods course

###### *Capstone (3 credit hours)*

- SIS-663 Washington Workshop: Advanced Studies and Research in Environmental Policy (3)

###### *Area of Concentration (9 credit hours)*

- 9 credit hours in a focused area selected in consultation with advisor

###### *Research Requirement (6 credit hours)*

- SIS-797 Master's Thesis Supervision (6)

or

Substantial research paper requirement (6)

## **Master of International Service (M.I.S.)**

The Master of International Service is specifically designed for those with significant experience in international affairs. The program's two semester intensive period of study is complemented by opportunities for participating in an array of public dialogue and ongoing research programs.

#### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least B+ (3.30 or higher on a 4.0 scale). Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission. Students should also have significant professional experience, typically nine years.

The application deadline for fall admission is May 1; for spring admission, October 1 (September 15 for international students). Admitted students may defer matriculation for no more than two semesters provided that a written request for deferral is submitted to and approved by the SIS Graduate Admissions Office.

All applicants are required to submit official transcripts and translations from their undergraduate institutions and two letters of reference evaluating their suitability for the mid-career master's program in international service. International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). Applicants should plan to take the TOEFL prior to December to ensure full consideration of the application by the May 1 deadline. Finally, applicants must submit an essay outlining their significant professional experience, highlighting the background they would contribute to the program, and their motivation for graduate study. The essay should also contain a brief description of their intended program of study.

#### **Degree Requirements**

- At least 30 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including 24 credit hours in residence.

Students with significant prior professional experience in international affairs may apply to the SIS Dean's Office to have the total program reduced by up to 6 credit hours, which will be applied to the independent study requirement. Such application must make reference to areas in which the student has acquired professional competence. Students seeking to use the significant professional experience clause are limited to a total of 6 credit hours, including any transfer credit.

- Non-thesis option: SIS-686 Proseminar in International Affairs I and SIS-687 Proseminar in International Affairs II, with grades of B or better, as part of the 24 credit hours in residence; these courses also fulfill the tool of research requirement

- Comprehensive examination completed in conjunction with SIS-687 Proseminar in International Affairs II (consult program office for details)

#### **Course Requirements (30 credit hours)**

- 18 credit hours (six courses) in residence selected in consultation with and approved by the SIS associate dean or division directors
- SIS-686 Proseminar in International Affairs I (3)
- SIS-687 Proseminar in International Affairs II (3)

- SIS-690 Independent Study Project (6) approved by the SIS senior associate dean

## **M.S. in Development Management**

The M.S. in Development Management offers a unique opportunity for combining development and public administration to provide state of the art training and practice in development management, as presently being developed both in the United States and at important centers in the Third World. American University's Washington, D.C. location provides a special opportunity to become familiar with major international development organizations and to meet with noted scholars and practitioners active in the field.

### **Admission to the Program**

Applicants must have at least two years field experience working on development problems or projects in the United States, Western Europe, or in developing countries.

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, may be assigned additional course work in excess of degree requirements specified at the time of admission.

The application deadline for fall admission is January 15, for spring admission October 1 (September 15 for international students). Admitted students may defer matriculation for no longer than two semesters provided that a written request for deferral is submitted to and approved by the SIS Graduate Admissions Office.

All applicants except students whose degree was earned at an institution where English was not the language of instruction are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose degree was not conducted in English and/or whose native language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). Applicants should plan to take the appropriate test no later than December to ensure full consideration of the application by the January deadline.

All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs, at least one of which should be from an academic source. A resume should be included in the application. Applicants must submit transcripts from all institutions attended. Cultural factors are considered in evaluating transcripts and examination results.

Requests for the transfer of a maximum of 6 graduate credit hours from other accredited institutions to be applied to a master's degree are considered after successful completion of 9 credit hours in the graduate program at American University. A minimum grade of B in each course is required for transfer. Transfer courses must have been completed within seven years of admission and must fulfill stated requirements of the degree program.

### **Degree Requirements**

- 39–42 credit hours of approved graduate course work with a cumulative grade point average of 3.00, including a minimum of 18 credit hours in the core, 12 credit hours in a related field selected from offerings in SIS or other teaching units of the university, 6 credit hours in social science research methodology, and 6 credit hours of research.

A mid-level professional who has performed successfully in a technical or managerial role before admission to the program may apply through the director of the M.S. in Development Management program to the dean of SIS to have the total program requirements reduced by up to 6 credit hours. This application may be made after completion of 9 credit hours and must make reference to a number of areas in which the student has acquired basic competence. Credit earned as part of an internship program does not count in this provision.

- Research requirement: 6 credit hours of practicum research with grades of B or better
- Comprehensive examination requirement completed in conjunction with practicum research  
To be eligible to take a comprehensive examination, students must have maintained at least a 3.00 grade point average (on a 4.00 scale) in all graduate course work. The comprehensive examination requirement includes research group meetings plus an oral research presentation in conjunction with a thesis, substantial research paper, or practicum.
- Proficiency in a modern foreign language:  
Research competence in English and another language relevant to the student's career objectives must be certified.

### **Course Requirements**

#### **Core (15–18 credit hours)**

- ECON-603 Introduction to Economic Theory (3)  
*Note:* may be waived by division director, which reduces the total credit hours required for the program to 39 and total core course credit hours to 15.
- ECON-661 Survey of Economic Development (3)
- SIS-636 Micropolitics of Development (3)
- SIS-637 International Development (3)
- PUAD-614 Development Management (3)
- One of the following  
MGMT-609 Organizational Behavior and Human Resource Management (3)  
PUAD-612 Public Administration in the Policy Process (3)

#### **Concentration/Related Field (12 credit hours)**

- Four courses approved by the student's faculty advisor selected from one concentration. Up to 6 credit hours in SIS-638 Selected Topics in International Development Skills may be included. Students may design their own concentration with the approval of the faculty advisor and the MSDM director. Examples of concentrations include:  
*Development Management and Information Systems*

***Entrepreneurship and Small Business******Program and Project Management******Social Science Research Methodology (6 credit hours)***

- SIS-600 Quantitative Analysis in International Affairs (3) or other approved course in social science research methodology
- approved methodology course appropriate to the student's research interests (3)

***Research and Writing Requirement (6 credit hours)***

- SIS-693 Practicum: Action Research in Development Management (6) (with a grade of B or better)

**Ph.D. in International Relations*****Admission to the Program***

The Doctor of Philosophy in International Relations program is designed to prepare graduates for careers in university teaching and research. The curriculum combines core offerings in international relations, comparative social theory, comparative and regional studies, and methodology within a structure that allows students considerable flexibility. Major emphasis is placed on research. In addition to completing the dissertation, students are encouraged to present conference papers, engage in collaborative work with faculty members, and submit articles to refereed journals.

Applicants for the Ph.D. degree program must hold an accredited bachelor's or master's degree or its equivalent in a field related to international relations. Applicants should present a prior cumulative grade point average that is substantially above B (3.50 or higher on a 4.00 scale) in a field relevant to international relations.

The program is designed for study on a full-time basis. Applicants for the Ph.D. degree are considered and admitted only for the fall semester each year. The school does not permit students to begin their doctoral work in the spring. Deferral of matriculation in the Ph.D. program is not permitted. In order to be considered for fall admission, applications and all supporting materials must reach the SIS Graduate Admissions Office no later than January 1.

All applicants are required to submit results of the Graduate Record Examination (GRE). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600 (250 on the computer version). Applicants should plan to take the appropriate test no later than December to ensure consideration of their applications by the January 1 deadline.

All applicants must submit at least three letters of reference which evaluate their academic performance and their suitability for undertaking doctoral study in international relations. Cultural factors are considered in making admissions decisions and in evaluating transcripts and examination results.

Doctoral students may transfer up to 30 credit hours of previous graduate course work earned at accredited institutions with a mini-

mum grade of B in each course. Previously earned graduate credits are applied to Ph.D. program requirements if they are relevant to students' programs and dissertation topics. Requests for transfer of graduate credit are considered at the time of advancement to candidacy. Credits completed more than seven years before the semester of matriculation are not transferable.

***Degree Requirements***

- 72 credit hours of approved graduate course work, including at least 12 credit hours of dissertation supervision. A minimum grade point average of 3.25 in all course work is required to remain in good standing and to earn the degree. Ph.D. students may take SIS-790 Doctoral Independent Study in conjunction with their course work with permission of instructor and the director of the Ph.D. program.
- *Proficiency in one modern language.* Language proficiency should be in an area relevant to the student's research. Certification is by university-administered examination.
- *Proficiency in social science research methodologies appropriate to the student's field of study and dissertation topic.* Normally this requirement is satisfied by completing 12 credit hours of courses in research methods, as described under Course Requirements, below.
- *Regular participation in the semi-monthly Ph.D. research seminar during the first three years of residency.* Students are expected to present the results of their ongoing research and to serve as discussants for papers presented by faculty and visiting scholars to the university.
- *Satisfactory completion of two written and two oral comprehensive examinations.*

*The oral qualifying examination*, normally given at the end of the first year, examines students on the theoretical, epistemological, and methodological literature and issues in international relations, comparative social theory, and comparative and regional studies. These areas are addressed in the core seminars that students normally complete during their first year of residence, although the scope of the examination is not limited to topics covered in the seminars. The oral qualifying examination evaluates students' preparation in subjects that are considered to be an essential foundation for doctoral study and research in the School of International Service.

*Written field comprehensive examinations* are taken in two major fields of study selected by the student. One field must be designated from the graduate examination fields offered by the School of International Service as Ph.D. level fields of concentration. A second field may be selected from offerings of SIS or from the offerings of other teaching units of the university that provide doctoral instruction. As an alternative, students may construct a special field, with permission of the director of the Ph.D. program and the advice of at least three qualified scholars. Two of these scholars must be members of the American University faculty; all three must agree in writing to serve on an examining committee. Students are normally

expected to complete their written field examinations no later than three years after entering the program.

*The oral defense of the prospectus* examines students on their dissertation proposals and on substantive issues, literature, theory, epistemology, and methodology relevant to the proposed dissertation research. Examiners are qualified scholars designated by the director of the Ph.D. program, who chairs the examination. Two of the examiners must be members of the American University faculty. Examiners will usually be prospective members of the student's dissertation committee. Students are normally expected to complete their prospectus defense no later than the end of the seventh semester after entering the program.

For details on scheduling comprehensive examinations and examination procedures, consult the director of the Ph.D. program or the SIS Graduate Office.

- *Advancement to candidacy:* to be advanced to candidacy, students must remedy any deficiencies specified at the time of admission, be certified as proficient in a modern foreign language in addition to English, complete their social science research methodology requirement, declare their comprehensive examination fields of concentration, and pass the oral defense of prospectus.
- *Acceptance by the faculty of the School of International Service of a dissertation proposal:* The dissertation proposal must provide a justification for the dissertation research, review relevant literature, identify relevant theoretical, epistemological, and methodological issues, and provide a detailed research design, including a timetable for completion of the work.

The dissertation proposal is first presented at the oral defense of the prospectus. However, successful passage of the defense of the prospectus and approval of the dissertation proposal are separate but overlapping processes. After the defense of prospectus is passed, the dissertation proposal must be formally approved by the dissertation committee and by the dean.

Usually, the scholars selected as examiners also review the dissertation proposal and are the prospective members of the student's dissertation committee. Two members of the reviewing committee must be members of the American University faculty and one must be a faculty member of the School of International Service.

- *Completion of the doctoral dissertation and successful defense of the dissertation in an oral examination:* The dissertation must consist of high quality original research, directly relevant to the student's doctoral program. Dissertation committees comprise a minimum of three members, one of whom serves as chair and as the primary supervisor of the dissertation research. It is the responsibility of the student to secure the agreement of a full-time tenured or tenure track member of the School of International Service faculty to serve as the chair of his or her dissertation committee. At least two members of dissertation committees must be full-time tenured or tenure track members of the

American University faculty. The members of the committee must be approved by the dean of the School of International Service. Students must successfully defend their dissertation in an oral examination on an occasion to which the entire American University community is invited, customarily with two weeks prior notice. Students must present a completed draft of their dissertation for defense. They are responsible for having the final draft of their dissertation meet university style requirements. Dissertations must be approved by the dean of the School of International Service.

- *Statute of limitations:* American University's *Academic Regulations* provide that all work for the doctorate must be completed within five years from the date of first enrollment as doctoral student (seven years if the student entered a doctoral program with a bachelor's degree). Prior to the expiration of the time limit specified (or to the expiration of approved extensions) a student may petition for an extension of candidacy. Extensions are approved by the dean of the School of International Service, upon recommendation of the student's advisor and the director of the Ph.D. program. In any event, the totality of extensions will not exceed a three year period beyond the applicable duration of five or seven years.

#### **Course Requirements**

##### **International Relations Theory Core (9 credit hours)**

- SIS-700 Comparative and Regional Studies Proseminar (3)
- SIS-701 International Relations Proseminar (3)
- SIS-705 Social Theory in Comparative and International Perspective (3)

##### **Social Science Research Methodology (12 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-714 Conduct of Inquiry in International Relations (3)
- SIS-715 Seminar on Advanced Research Design (3)
- One other course in social science methodology appropriate to the student's field of study and dissertation research, selected in consultation with and approved by the director of the Ph.D. program.

Graduate-level methodology courses taken at other universities may be counted in fulfilling this requirement only with permission of the director of the Ph.D. program.

#### **Field Requirements**

- Additional field requirements as described for major fields in Comparative and Regional Studies (CRS), Global Environmental Policy (GEP), International Communication (IC), International Development (ID), International Economic Relations (IER), International Peace and Conflict Resolution (IPCR), International Politics (IP), and United States Foreign Policy (USFP).
- Doctoral-level course preparation in two other comprehensive examination fields. Other options for meeting this requirement must be made in consultation with and approved by the director of the Ph.D. program.

**Research and Writing Requirement**

- 12 credit hours of SIS-799 Dissertation Supervision and successful completion of the dissertation.

**Graduate Certificate in Cross-Cultural Communication****Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

**Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- SIS-642 Cross-Cultural Communication (3)
- SIS-641 Psychological and Cultural Bases of International Politics (3)  
*or*  
SIS-640 International Communication (3)
- 9 credit hours of electives in a cluster of related courses as approved by the student's advisor

**Graduate Certificate in European Studies****Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

**Certificate Requirements**

- 18 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of B or better. Grades of C or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours

each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

- Foreign language proficiency
- Study abroad or approved internship with a European focus
- Capstone: successful completion of a 3 credit-hour European studies research project conducted under the supervision of a faculty member associated with the European studies certificate program. A Substantial Research Paper (SRP) or graduate independent study may be used to fulfill this requirement.

**Course Requirements**

- 18 credit hours of approved European studies related graduate course work including study abroad or approved internship with a European focus, and a 3 credit hour capstone. Students should take at least one course outside of their main area, discipline, or field.

**Graduate Certificate in International Development Management****Admission to the Program**

Open to graduate level students in special contract programs approved by the director of the International Development Program who have successfully completed the special prerequisite program in English, mathematics/statistics, computers, and economics.

**Certificate Requirements**

- 21 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements****Core (15 credit hours)**

- ECON-505 Introduction to Mathematical Economics (3)  
*or*  
SIS-600 Quantitative Analysis in International Affairs (3)
- ECON-603 Introduction to Economic Theory (3)
- SIS-636 Micropolitics of Development (3)  
*or*  
SIS-637 International Development (3)
- SIS-638 Selected Topics in International Development Skills (1) (a total of 3 credit hours)

- PUAD-614 Development Management (3)
- Electives (6 credit hours)**
- Two courses from the following:
  - ECON-661 Survey of Economic Development (3)
  - SIS-636 Micropolitics of Development (3) (if not taken to fulfill requirement above)
  - SIS-637 International Development (3) (if not taken to fulfill requirement above)
  - PUAD-613 Administration of International Programs (3)
  - Other courses may be substituted with prior approval of the director of the International Development Program.

## Graduate Certificate in International Economic Policy

---

### Admission to the Program

Open to students with a bachelor's degree from an accredited institution.

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

#### Core

- ECON-603 Introduction to Economic Theory (3)  
(students with sufficient background in economics may substitute an additional economics course from the list of electives, below)
- SIS-600 Quantitative Analysis in International Affairs (3)
- ECON-670 Survey of International Economics (3)  
*or*  
SIS-616 International Economics (3)

#### Electives

- 3 credit hours from the following:
  - ECON-551 Comparative Economic Systems (3)
  - ECON-552 Economics of Transition (3)
  - ECON-658 Economies of the World Regions (3) (topics)
  - ECON-661 Survey of Economic Development (3)
- 3 credit hours from the following:
  - SIS-565 U.S. Economic Relations with Japan and China (3)
  - SIS-630 Economic Policy of the European Union (3)
  - SIS-651 Managing Economic Policy Reform (3)

- SIS-665 International Trade and Investment Relations (3)  
SIS-666 International Monetary and Financial Relations (3)

## Graduate Certificate in Peacebuilding

---

### Admission to the Program

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

The certificate includes three concentrations—conflict resolution, conflict and development, and human rights—corresponding to summer institutes. Institute courses cover both theory (concepts, models) and practice (analytical and behavioral skills) necessary for professional practitioners. Students must complete at least one summer institute to fulfill the requirements of the certificate.

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of B or better
- Grades of C or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

#### Conflict Resolution

- SIS-603 Special Institute in International Affairs: Conflict Resolution and Human Rights (3)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-603 Special Institute in International Affairs: Applied Conflict Resolution (2)  
Religion and Culture in Conflict Resolution (2)  
Training for Trainers (2)
- At least 3 credit hours from the following or other approved courses:
  - SIS-516 Peacebuilding in Divided Societies (3)
  - SIS-517 Gender and Conflict (3)
  - SIS-606 Culture and Peace and Conflict Resolution: Alternatives to Violence (3)
  - SIS-611 International Negotiation (3)
- Conflict and Development**
- SIS-603 Special Institute in International Affairs: Conflict Resolution and Human Rights (3)

- SIS-540 Conflict and Development (3)
  - SIS-603 Special Institute in International Affairs: Peacebuilding and Development in Conflict Resolution (2)  
Innovative Strategies for Change (2)  
Gender and Peacebuilding in Development Context (2)
  - At least 3 credit hours from the following or other approved courses:  
SIS-539 Comparative Development Strategies (3)  
SIS-637 International Development (3)  
SIS-647 Governance, Democracy, and Development (3)
- Human Rights**
- SIS-603 Special Institute in International Affairs: Conflict Resolution and Human Rights (3)
  - SIS-622 Human Rights (3)
  - SIS-603 Special Institute in International Affairs: Introduction to Human Rights (3)  
Religion, Culture, and Human Rights (2)  
Legislative Advocacy (1)
  - At least 3 credit hours from the following or other approved courses:  
SIS-614 Ethics in International Affairs (3)  
SIS-621 International Law and the Legal Order (3)

## **Graduate Certificate in The Americas**

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- One of the following:
  - ANTH-639 Culture Area Analysis (3) (approved topics)
  - HIST-640 Latin American Studies (3) (topics)
  - SIS-676 Selected Topics in Cross-National Studies: Americas in Comparative Perspective (3)
  - SPAN-554 Classics of Latin American Literature (3) (topics)

- 12 credit hours from the following or other approved courses
  - GOVT-550 Politics in Cuba
  - SIS-577 International Relations of the Americas (3)
  - SIS-579 Selected Regional and Country Studies (3) (topics)
  - SPAN-559 Colloquium on Latin America (3) (topics)
  - SPAN-656 Spanish Topics (3)
  - SPAN-658 Introduction to Spanish Translation (3)
  - SPAN-659 Advanced Spanish Translation (3)
  - SPAN-705 Seminar in Spanish and Latin American Studies (3) (topics)

## **Graduate Professional Development Certificates**

### **Comparative and Regional Studies**

#### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

#### **Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

#### **Course Requirements**

- SIS-672 Theories of International and Comparative Studies (3)
  - or
  - other approved major field course
- 12 credit hours as approved by advisor

## **Global Environmental Policy**

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

**Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- SIS-660 Environment and Politics (3)
- or
- other approved major field course
- 12 credit hours as approved by advisor

**International Communication****Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

**Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- SIS-640 International Communication (3)
- or
- other approved major field course
- 12 credit hours as approved by advisor

**International Development****Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official

transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

**Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- SIS-637 International Development (3)
- or
- other approved major field course
- 12 credit hours as approved by advisor

**International Economic Policy****Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

**Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

**Course Requirements**

- SIS-616 International Economics (3) (prerequisite: ECON-603 or equivalent)
- or
- other approved major field course
- 12 credit hours as approved by advisor

## **International Peace and Conflict Resolution**

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- SIS-607 Peace Paradigms (3)
  - or*
  - other approved major field course
- 12 credit hours as approved by advisor

## **International Politics**

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the

GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- SIS-601 Theory in International Relations (3)
  - or*
  - other approved major field course
- 12 credit hours as approved by advisor

## **United States Foreign Policy**

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution. Applicants must submit their official transcripts along with a one page statement of purpose. For international students whose first language is not English, a score of at least 550 (213 on the computer version) on the TOEFL is required.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- SIS-583 United States in World Affairs (3)
  - or*
  - other approved major field course
- 12 credit hours as approved by advisor

# School of Public Affairs

- Department of Government
- Department of Justice, Law and Society
- Department of Public Administration and Policy

---

Dean William M. LeoGrande

Associate Dean for Academic Affairs Margaret A. Weeks

The School of Public Affairs is committed to education and research programs in the field of public affairs. An interest in public affairs reflects a concern for people and how they interact with government institutions and political and legal systems. Students are able to pursue this interest through a comprehensive educational experience that includes classroom instruction, individual research, and practical professional training. Through its three departments—the Department of Government, the Department of Justice, Law and Society, and the Department of Public Administration and Policy—the school provides a comprehensive and unified approach to the study of public affairs in the United States and around the world. Each program is designed to focus on specific career interests, including careers in government and not-for-profit organizations, but are also multidisciplinary, issue and policy oriented, and adapted to Washington's unique educational opportunities.

Washington is an ideal location for studying public affairs. As the site of national government and as a world capital, the city provides students with vivid evidence of the interrelationships of domestic and international politics. Students can observe first hand the political, economic, and environmental forces shaping public affairs and public policy. As an integral part of the curriculum, internships in private and public organizations lend a practical dimension to the academic programs and provide the opportunity to interact with policy makers. Washington's facilities for scholarly research and personal enrichment include such government institutions as the Library of Congress, the National Archives, and the Smithsonian Institution, as well as many departmental and agency libraries.

The school has more than 50 active full time faculty members including both nationally recognized scholars and others distinguished by their public service. Augmenting the full time faculty is an adjunct faculty of eminent government officials and public affairs practitioners who bring to the classroom the special insights acquired in their professional experience.

The School of Public Affairs is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) and is a member of the Association for Public Poli-

icy Analysis and Management (APPAM). Drawing on the facilities of the university, the Consortium of Universities of the Washington Metropolitan Area, and the Washington community, the School offers a unique combination of resources for study and practical experience in the field of public affairs. The school's comprehensive range of academic and professional programs leads to degrees at the bachelor's, master's, and doctoral levels.

## **Undergraduate Study**

Undergraduate students may plan their academic programs to meet personalized learning objectives. Recognizing that a multidisciplinary education is required to meet the ever changing nature of the public affairs profession, advisors encourage students to take courses in other academic units.

## **Graduate Study**

The graduate degree programs in the School of Public Affairs serve a number of diverse educational needs. Most of our master's programs educate students for specific professional careers in government and other nonprofit organizations at local and national levels. These programs emphasize managerial, analytical, and conceptual skills necessary for professional success in the public service. Others provide students with a general understanding of the academic disciplines related to public affairs. Doctoral programs are designed to prepare qualified individuals for professional appointments in teaching, scholarly research, and executive management and are offered in political science, public administration, and justice, law and society.

## **Internships**

The school encourages qualified students to work for course credit as interns in governmental, political, and private organizations. These internships are designed to give students practical involvement in political processes or action programs. For example, a student might work for a member of Congress, the Department of State, the Department of Justice, or for other organizations directly concerned with public policy.

## **Independent Study**

The School of Public Affairs encourages students to engage in independent study projects related to their fields of interest. These projects include reading, research, and field work in the Washington area arranged directly with a faculty member.

### **Study Abroad**

AU Abroad offers the opportunity for students to study abroad and gain full American University course credit. All students are encouraged to learn and work in another culture. AU Abroad enclave programs, many of which include internship opportunities, are offered in Beijing, Berlin, Brussels, Havana, London, Madrid, Nairobi, Paris, Prague, Rome, and Santiago. In addition, through the AU Abroad Partner program students may spend a semester or year at prestigious universities across the globe, including Canada, Mexico, England, Scotland, Ireland, France, Poland, Netherlands, Argentina, Australia, New Zealand, Korea, Israel, Egypt, Lebanon, and Sharjah, U.A.E. International study tours led by faculty members are offered during semester breaks and summer sessions. For more information on AU Abroad programs, call 202-885-1320 or 866-313-0757, e-mail [aubroad@american.edu](mailto:aubroad@american.edu) or go to: [www.aubroad.american.edu/](http://www.aubroad.american.edu/).

### **Educational Resources**

Computer-aided instruction and research are encouraged and facilitated by a variety of technical resources. The university operates quantitative teaching and research laboratories to introduce students to the use of computers, statistics, and mathematical methods in social research and management applications. These labs are staffed with graduate assistants who tutor new users and provide professional consulting to experienced users.

### **Honorary Societies**

The school recognizes both academic and professional achievement by students and alumni through membership in national honorary societies. Pi Sigma Alpha, the national political science honor society, founded in 1920, is open to selected seniors and graduate students majoring in political science or international relations.

Alpha Phi Sigma is the national honor society for criminal justice. It recognizes scholastic excellence by undergraduate and graduate students in the justice field. Sigma Phi Omega, the university's prelaw honor society, is open to all qualified undergraduate students, sophomore and above.

Phi Alpha Alpha is the national honorary society for public affairs and administration. The School of Public Affairs has one of the 18 charter chapters. Graduate students completing their programs are invited to join if they meet the academic standards set by the chapter.

Undergraduate majors are also eligible for Phi Beta Kappa.

### **Career and Professional Opportunities**

A public affairs education prepares students for a variety of careers. Graduates serve public or private agencies where they assist in creating or implementing policy alternatives. Some teach public administration, political science, justice, and related courses at universities, colleges, or secondary schools. Others seek opportunities in private sector professions not formally related to their degree programs. Alumni are serving as city managers, lawyers, management analysts, investigators,

legislative assistants, lobbyists, budget or systems analysts, newspaper editors, research associates, professors, and appointed and elected government officials.

### **Center for Congressional and Presidential Studies**

Founded in 1980, the Center for Congressional and Presidential Studies has become the focus of research and training in the Department of Government. A unique institution, the center brings together scholars, students, public officials, journalists, and leaders in public and private organizations to study Congress and the presidency through scholarly forums, colloquia, and seminars on current topics.

The center's many activities provide an opportunity for graduate students to work on research projects, assist with publications, and gain valuable practical and scholarly experience.

### **Campaign Management Institute**

This innovative institute was designed by the school's faculty, together with leading Democratic and Republican political managers and campaign consultants to serve as a foundation for students, campaign workers, political activists, and legislative staffers interested in campaign management.

The institute's intensive program covers campaign organization, strategy, research, fund raising, polling, paid media, earned media, general management, targeting, campaign law and ethics, computer technology, and get-out-the-vote initiatives. Through this program, many students have found placement in national, state, and local campaigns as well as in survey research and campaign management firms.

### **Public Affairs Institute**

Modeled on the Campaign Management Institute, the Public Affairs Institute provides students with an intensive exploration into the art and craft of the lobbying profession. The format allows students to become immersed in the strategies and tactics of organized interests attempting to influence the federal policy-making outcomes and processes. In addition to the applied aspects of the lobbying profession, lobbying is placed in a more theoretical perspective by linking the real world of political influence with the issues of democratic political representation.

### **Women & Politics Institute**

The Women & Politics Institute is dedicated to the advancement of the study and discussion of women and politics, the promotion of opportunities for women in politics, and the involvement of students, faculty, and political leaders in issues of concern to women. The institute's strategic location in Washington, D.C. allows students and faculty access to the resources of the nation's capital. Through workshops, seminars, and internships, participants have outstanding opportunities to pursue the study of women in the political and policy arenas.

### **Leadership Program**

The SPA Leadership Program is a four-year undergraduate program designed to develop a corps of students at American University who have the skills and commitment to make a positive difference in their communities and the world. The program creates a dynamic learning environment by bringing together

students with shared interests and goals through its courses, seminars, community service projects, and activities.

Creating opportunities for experiencing first hand how our nation's policy is developed and implemented, the program broadens students' understanding of the nature of American politics. To prepare students for lifelong participation in all aspects of public service, the program fosters their leadership, teamwork, negotiating, communications, critical thinking, and organizational skills.

The Leadership Program is based on the belief that every person has leadership ability and that democracy requires responsible action by everyone, not just those in positions of au-

thority. By teaching theories of leadership, the public policy-making process, ethics, social justice, and community service, the program stresses the importance of principled, creative, results-oriented leadership based on core values. Students are brought face to face in small interactive sessions with key Washington public officials and decision makers who provide a behind-the-scenes view of how our nation's capital really works.

Students who complete the 15-credit four-year program are awarded a Certificate in Advanced Leadership Studies. Incoming freshman in the School of Public Affairs are invited to apply to the program.

## Department of Government

**Chair** Candice J. Nelson

**Academic Advisors** Kate Bruffet, Robert Briggs, Briana Weadock, Nathan Williamson

### *Full-Time Faculty*

**Professor Emeritus** J. Fishel, J.J. Hanus, M. Greenberg, M. Meadows, E.V. Mittlebeeler, N.S. Preston, M.P. Walker

**Distinguished Professor** K. O'Connor, J.A. Thurber

**Professor** S.W. Hammond, G. Ivers, W.M. LeoGrande, D. Lublin,

**Associate Professor** C.A. DeGregorio, R.A. Lane, A. Levine, C.J. Nelson, S. Newman, D. Singerman, P.L. Sykes, S. Taylor

**Assistant Professor** M. Barakso, K. Cowell-Meyers, J. Diascro, T. Eisenstadt, G.B. Flanagan, S. Glover,

B. Schaffner, L. Vetter

**Distinguished Adjunct Professor in Residence** J. Bond

**Leadership Program Director** S. Stiles

The Department of Government makes use of the opportunities available from its location in the nation's capital for the teaching and study of political science and public affairs.

The department's undergraduate program focuses on government and public affairs as an aspect of a broad liberal arts education. It prepares the student for an enlightened role in national, community, and world affairs. This program can lead to a career in public affairs or any private or not-for-profit area that deals with the growing interrelationship between the public and private sectors. It also provides a solid and comprehensive foundation for the student who plans to pursue further education before entering a career in politics or public affairs, governmental administration, law, teaching, or research.

The graduate program is designed to prepare students for academic or professional careers in public affairs or policy analysis. The master's and doctoral programs in political science are flexible in order to meet the educational needs of a diverse student population.

## B.A. in Political Science

### Admission to the Program

New freshmen and transfer students are admitted through the university's Admissions Office. Students currently enrolled in the university who wish to transfer into the Department of Government or develop a double major or minor should have a grade point average of 2.50 or higher and the approval of the undergraduate academic advisor.

### University Requirements

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### General Education Requirements

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours maybe taken in the same discipline

### Major Requirements

- 58 credit hours with grades of C or better

### Course Requirements

#### Foundation (12 credit hours)

- GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1 (3)
- GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4)

*or*

- GOVT-120 Introduction to American Politics (3)
- GOVT-130/GOVT-130G Comparative Politics 3:1 (3)
- One of the following international affairs courses:  
SIS-105/SIS-105G World Politics 3:1 (3)  
SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)  
SIS-381 Foreign Policies of the Great Powers (3)  
SIS-382 The Analysis of United States Foreign Policy (3)

**Research Methods (7 credit hours)**

- STAT-202 Basic Statistics (4)
- One of the following:  
ECON-322 Introduction to Econometrics (3)  
GOVT-310 Introduction to Political Research (3)  
SIS-206 Introduction to International Relations Research (3)  
SOCY-320 Introduction to Social Research (3)

**Major Related Social Science (12 credit hours)**

- 12 credit hours above the introductory level from at least two of the following disciplines: economics, history, international studies, sociology, and specified courses in American studies, anthropology, communication, justice, philosophy, psychology, and women's and gender studies.

**Concentration (27 credit hours)**

- 27 credit hours in the Department of Government with 21 credit hours at the 200 or 300 level and 6 credit hours at the 400 or 500 level  
*or*

27 credit hours in the Department of Government with 6 credit hours at the 400 or 500 level. Students take at least one course from each of five of the following six concentrations, the remaining 12 credit hours must be taken in one concentration; courses may not be double counted.

Additional courses may be used with prior approval of the department. Up to 9 credit hours may be taken from the following: internship or cooperative education, independent study, independent reading, honors thesis, international service (SIS) courses, Washington Semester, and American University study abroad programs, with a maximum of 6 credit hours from any one area. Up to three 1 credit hour courses may be used toward the completion of a concentration.

**American Government**

- GOVT-210/GOVT-210G Political Power and American Public Policy 4.2 (3)
- GOVT-215/GOVT-215G Civil Rights and Liberties 4.2 (3)
- GOVT-240 Metropolitan Politics (3)
- GOVT-315 Elections and Voting Behavior (3)
- GOVT-320 The Presidency (3)
- GOVT-321 Congress and Legislative Behavior (3)
- GOVT-322 American Political Parties (3)
- GOVT-323 Interest Group Politics (3)
- GOVT-325 Minority Politics in the United States (3)
- GOVT-352 Law and the Political System (3)
- GOVT-423 Advanced Studies in Public Policy (3):  
Politics of Civil Rights
- GOVT-455 Equal Protection (3)
- GOVT-461 Politics in the Television Age (3)
- GOVT-482 Women and Politics (3)
- GOVT-483 Women, Politics, and Public Policy (3)
- GOVT-484 Women and Political Leadership (3)

**GOVT-520 Advanced Studies in Campaign Management (1-4)**

- GOVT-523 The Art and Craft of Lobbying (1-4)
- GOVT-525 Congress and the Executive (3)
- GOVT-526 U.S. Intelligence Community (3)
- GOVT-540 Political Parties, Interest Groups, and Lobbying (3)
- GOVT-541 The Politics of Mass Communication (3)
- PUAD-260 Administrative Politics (3)

**Comparative Politics**

- GOVT-231 Third World Politics (3)
- GOVT-232 Politics of Postindustrial Societies (3)
- GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3)
- GOVT-396 Selected Topics :Nonrecurring (approved topics in comparative politics)
- GOVT-523 The Art and Craft of Lobbying : European Public Affairs and Advocacy Institute (4)
- GOVT-532 Political Institutions and Processes in Selected Regions (3) (topics)
- GOVT-534 Grassroots Institutions in Comparative Context (3)
- GOVT-550 Politics in Cuba (3)
- GOVT-584 Gender and Politics in the Middle East (3)

**Gender, Race, and Politics**

- GOVT-215/GOVT-215G Civil Rights and Liberties 4.2 (3)
- GOVT-231 Third World Politics (3)
- GOVT-240 Metropolitan Politics (3)
- GOVT-325 Minority Politics in the United States (3)
- GOVT-423 Advanced Studies in Public Policy (3):  
Politics of Civil Rights
- GOVT-455 Equal Protection (3)
- GOVT-482 Women and Politics (3)
- GOVT-483 Women, Politics, and Public Policy (3)
- GOVT-484 Women and Political Leadership (3)
- GOVT-485 Topics in Women and Politics (1-4)
- GOVT-486 Feminist Political Theory (3)
- GOVT-584 Gender and Politics in the Middle East (3)

**Law and Politics**

- GOVT-215/GOVT-215G Civil Rights and Liberties 4.2 (3)
- GOVT-350 Constitutional Law I: Powers and Federalism (3)
- GOVT-352 Law and the Political System (3)
- GOVT-396 Selected Topics :Nonrecurring (approved topics in law and politics)
- GOVT-423 Advanced Studies in Public Policy (3):  
Politics of Civil Rights
- GOVT-455 Equal Protection (3)

**Political Theory**

- GOVT-303 Ancient Political Thought (3)
- GOVT-305 Modern Political Thought (3)
- GOVT-306 American Political Thought (3)

- GOVT-396 Selected Topics :Nonrecurring (approved topics in political theory)
- GOVT-486 Feminist Political Theory (3)

#### *Policy*

- GOVT-210/GOVT-210G Political Power and American Public Policy 4.2 (3)
- GOVT-240 Metropolitan Politics (3)
- GOVT-315 Elections and Voting Behavior (3)
- GOVT-321 Congress and Legislative Behavior (3)
- GOVT-323 Interest Group Politics (3)
- GOVT-370 Formation and Implementation of Environmental Policy (3)
- GOVT-396 Selected Topics :Nonrecurring (approved topics in policy)
- GOVT-423 Advanced Studies in Public Policy (3) (topics)
- GOVT-483 Women, Politics, and Public Policy (3)
- GOVT-523 The Art and Craft of Lobbying:  
    Public Affairs and Advocacy Institute (4)  
    European Public Affairs and Advocacy Institute (4)
- GOVT-540 Political Parties, Interest Groups, and Lobbying (3)

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

#### **B.A. in Interdisciplinary Studies: Communication, Legal Institutions, Economics, and Government (CLEG)**

This interdisciplinary major is designed for students who want a breadth of background necessary to participate effectively in decision making for public affairs and the practical training necessary to deal with social problems as public issues.

#### **Admission to the Program**

New freshmen and transfer students are admitted through the university's Admissions Office. Students currently enrolled in the university who wish to transfer into the Department of Government or develop a double major or minor should have a grade point average of 2.50 or higher and the approval of the undergraduate academic advisor.

#### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

#### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

#### **Major Requirements**

- 57 credit hours with grades of C or better

#### **Course Requirements**

- COMM-200 Writing for Mass Communication (3)
- COMM-310 Public Speaking (3)
- ECON-100/ECON-100G Macroeconomics 4.1 (3)
- ECON-200/ECON-200G Microeconomics 4.2 (3)
- GOVT-110/GOVT-110G Politics in the United States 4.1 (3-4) or  
GOVT-120 Introduction to American Politics (3)
- GOVT-391 Internship (3-6)
- GOVT-489 CLEG Seminar (3)
- JLS-104 Introduction to Systems of Justice (3)
- One course from the following:  
GOVT-105/GOVT-105G Individual Freedom vs. Authority 2.1 (3)
- GOVT-305 Modern Political Thought (3)
- GOVT-306 American Political Thought (3)
- One course from the following:  
GOVT-215/GOVT-215G Civil Rights and Liberties 4.2(3)  
GOVT-352 Law and the Political System (3)
- 24 additional credit hours, including 12 credit hours at the 300 level or above, selected from a list of approved courses in communication (COMM-xxx), legal institutions (JLS-xxx), economics (ECON-xxx), and government (GOVT-xxx). The list of approved courses is available in the Department of Government office.

#### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

#### **Washington Semester in American Politics**

#### **Admission to the Program**

This one-semester program draws on the unique environment of Washington, D.C. to offer students a full program of seminars with decision makers and others involved in the policy process, an internship in a governmental office or with an interest group, and either a research project or a course elected from

regular university offerings. The program is open to students from American University and affiliated institutions.

Requirements for admission to the program are: nomination by a Washington Semester faculty representative; a minimum grade point average of 2.50 (on a 4.00 scale); at least one course in American national government or equivalent; and at least second-semester sophomore standing. Selection is competitive. Students earn undergraduate credit that may be applied toward the requirements for a bachelor's degree.

#### **Course Requirements**

- GOVT-410 Washington Semester in American Government and Politics Seminar I (4)
- GOVT-411 Washington Semester in American Government and Politics Seminar II (4)
- GOVT-412 Washington Semester in American Government and Politics Research Project (4) or other approved course
- GOVT-416 Washington Semester in American Government and Politics Internship (4)

### **Washington Semester in Gender and Politics**

This unique program gives an inside look at important policy questions that effect the quality of life for everyone. Each week, issues such as sex discrimination, pornography, and health care are discussed with some of the most influential policy makers in Washington, including members of Congress, journalists, political consultants, members of the executive branch, and international non-profits. In addition, students participate in a wide variety of assignments, including a campaign simulation and a mock Supreme Court case. Through internships students gain a wealth of experience by working in the city that is synonymous with public policy. To round out the semester, students can conduct a research project on the topic of their choice or take electives offered by the Women and Politics Institute.

#### **Course Requirements**

- GOVT-426 Gender and Politics Seminar I (4)
- GOVT-427 Gender and Politics Seminar II (4)
- GOVT-428 Gender and Politics Research Project (4) or other approved course
- GOVT-429 Gender and Politics Internship (4)

### **Washington Semester in Transforming Communities**

#### **Admission to the Program**

The Washington Semester in Transforming Communities fosters the ideal of "think globally, act locally" by providing students with the knowledge and tools to take community service to a new level. Washington, D.C., serves as a distinctive learning laboratory for exploring how grassroots action, government opportunities, and creative programs can strengthen and rebuild

communities. Students meet with activists, policy makers, and other leaders in the field.

The program is open to students from American University and affiliated institutions. Students earn undergraduate credit in either government (GOVT) or justice, law and society (JLS) that may be applied toward the requirements for a bachelor's degree. Requirements for admission to the program are: nomination by a Washington Semester faculty representative; a minimum 2.50 grade point average (on a 4.00 scale); and at least second-semester sophomore standing.

#### **Course Requirements**

- GOVT-417/JLS-464 Transforming Communities Seminar I (4)
- GOVT-418/JLS-465 Transforming Communities Seminar II (4)
- GOVT-419/JLS-466 Transforming Communities Research Project (4)
- GOVT-420/JLS-467 Transforming Communities Internship (4)

### **Minor in Political Science**

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- GOVT-110/GOVG-110G Politics in the United States 4:1 (3-4) or GOVT-120 Introduction to American Politics (3-4)
- One of the following political theory courses: GOVT-105/GOVG-105G Individual Freedom vs. Authority 2:1 (3)  
GOVT-303 Ancient Political Thought (3)  
GOVT-305 Modern Political Thought (3)  
GOVT-306 American Political Thought (3)
- 15 credit hours in other Department of Government (GOVT-xxx) courses at the 200-level or above, including at least 9 credit hours at the 300 level and at least 3 credit hours at the 400 or 500 level

No more than one transfer, AU Abroad, or Washington Semester course may be applied to the minor; no internship credit can be counted toward the minor requirements.

### **Undergraduate Certificate in Advanced Leadership Studies**

This four year undergraduate program nurtures a select number of talented students in the skills and knowledge required to be effective leaders in their professional careers.

#### **Admission to the Program**

Incoming freshman in the School of Public Affairs are invited to apply to the program.

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 300-level or above with grades of C or better. Grades of C- or D in certificate program courses will not be accepted toward the fulfillment of certificate requirements although these grades will be included in the calculation of the cumulative grade point average. Students must have at least a 2.0 grade point average in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period after they are admitted. International students must enroll in 12 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

- GOVT-361 Laboratory in Leadership Development I (1) taken fall and spring of first year for a total of 2 credit hours
- GOVT-362 Laboratory in Leadership Development II (1) taken fall and spring of second year for a total of 2 credit hours
- GOVT-391 Internship: Leadership (3 or 6)
- GOVT-460 Political and Organizational Leadership (3)
- 2-5 credit hours from the following, or other courses as approved by the program director, including an independent study in a leadership-related topic or Community Service Learning Project:
  - COMM-310 Public Speaking (3)
  - GOVT-320 The Presidency (3)
  - GOVT-520 Advanced Studies in Campaign Management (4)
  - GOVT-523 The Art and Craft of Lobbying (4)
  - GOVT-525 Congress and the Executive (3)
  - JLS-308 Justice, Morality and the Law (3)
  - JLS-309 Justice and Public Policy (3)
  - JLS-504 Comparative Criminology and Criminal Justice (3)
  - PUAD-260 Administrative Politics (3)
  - PUAD-343 Organizing Public Services (3)
  - SIS-308 Introduction to Peace and Conflict Resolution (3)
  - SIS-328 Approaches to Peacemaking (3)
  - SIS-341 Intercultural Communication (3)

## **Undergraduate Certificate in Women, Policy, and Political Leadership**

### Admission to the Program

Open to undergraduate degree and nondegree students.

### Certificate Requirements

- 15 credit hours of approved course work with at least 6 credit hours at the 300-level or above with grades of C or better. Grades of C- or D in certificate program courses will not be accepted toward the fulfillment of certificate requirements although these grades will be included in the calculation of the cumulative grade point average. Students must have at least a 2.0 grade point average in certificate courses in order to be

awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period after they are admitted. International students must enroll in 12 credit hours each semester (except for summer). All programs must be completed within four years. A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### Course Requirements

- Two from the following:
  - GOVT-482 Women and Politics (3)
  - GOVT-483 Women, Politics, and Public Policy (3)
  - GOVT-484 Women and Political Leadership (3)
- One of the following
  - GOVT-485 Topics in Women and Politics:
    - Women, the Law and Litigating for Social Change (4)
    - GOVT-520 Advanced Studies in Campaign Management (4)
    - GOVT-523 The Art and Craft of Lobbying (4)
  - A minimum of two 1 credit courses from the following:
    - GOVT-485 Topics in Women and Politics:
      - Politics and Economics of Sexual Harassment
      - Politics and Policy of Women's Health
      - Politics and Policy of Reproductive Rights
      - Politics and Policy of Women and the Media
      - Politics of Title IX and Gender Equity
      - Politics of Violence against Women
      - Women and National Security Policy
      - Women World Leaders
      - Women and the 2004 Campaign
      - Women, the Law and the Legal Process
    - 3 credit hours from the following or other courses as approved by the program director:
      - COMM-510 Women in Journalism (3)
      - ECON-574 Women and the Economy (3)
      - GOVT-486 Feminist Political Theory (3)
      - GOVT-584 Gender and Politics in the Middle East (3)
      - JLS-526 Domestic Violence (3)
      - JLS-535 Gender and the Law (3)
      - SIS-517 Gender and Conflict (3)
      - SOCY-570 Sociology of Gender and Family (3)

## **Combined B.A. and M.A. in Political Science**

This program enables qualified students to earn, in a continuous plan of study, both the B.A. in Political Science (or a related discipline) and the M.A. in Political Science.

### Admission to the Program

Admission to the combined B.A./M.A. program requires junior standing, a minimum cumulative grade point average of 3.30, a completed application form, a written faculty recommendation, an essay on the student's interests and abilities in political science, and an interview with a Department of Government graduate advisor.

Acceptance and participation in the B.A./M.A. program does not automatically guarantee acceptance into the graduate program. Students must apply for admission to the graduate program no later than the last undergraduate semester. The Graduate Record Examination (GRE) is required for admission to the M.A. program.

#### **Course Requirements**

- All requirements for the B.A. in Political Science or related discipline  
Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements for both degrees.
- All requirements for the M.A. in Political Science, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

### **M.A. in Political Science**

---

#### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE). All applicants are evaluated on the basis of scholastic achievement in their last 60 credit hours of undergraduate work, two letters of recommendation and an essay on career interest. Applicants who wish to be considered for departmental honor awards must apply for full-time status.

#### **Degree Requirements**

- 33 credit hours of approved graduate work
- Written comprehensive examination in American politics, applied politics, or comparative politics, depending on track

#### **Tracks**

Political Science or Applied Politics

#### **Course Requirements**

##### **Political Science: American Politics**

- GOVT-610 Introduction to Quantitative Methods in Political Science (3)
- GOVT-650 Political Analysis (3)
- 600 level course in comparative politics or political theory (3)
- 15 credit hours in American politics including:  
GOVT-651 The Legislative Process (3) (or another course on Congress with permission of the student's advisor)  
GOVT-652 The Presidency and the Executive Branch (3)  
approved courses on public opinion, political behavior, elections, parties, or interest groups
- 9 credit hours selected from political science or other disciplines, which may include 3 credit hours of GOVT-691 Internship

##### **Political Science: Comparative Politics**

- GOVT-610 Introduction to Quantitative Methods in Political Science (3)

- GOVT-632 Classics of Comparative Politics (3)
- GOVT-650 Political Analysis (3)
- One political theory course (3)
- 600 level course in American politics (3)
- 9 credit hours from the following:  
GOVT-633 Political Institutions in Comparative Perspective (3)  
GOVT-634 Democratization: Past, Present, Future (3)  
GOVT-635 Social and Political Movements, Ethnicity and Nationalism (3)  
SPA comparative politics courses
- 9 credit hours selected from political science or other disciplines, which may include 3 credit hours of GOVT-691 Internship

#### **Applied Politics**

- GOVT-610 Introduction to Quantitative Methods in Political Science (3)
- GOVT-620 Applied Politics and American Public Policy (3)
- GOVT-650 Political Analysis (3)
- One of the following:  
GOVT-520 Advanced Studies in Campaign Management (4)  
GOVT-523 The Art and Craft of Lobbying (4)  
GOVT-685 Topics in Women and Politics:  
Women, the Law and Litigating for Social Change (4)
- Two 1 credit courses from the following:  
Campaign Management Institute (GOVT-520)  
Campaign Field (1)  
Strategy, Theme and Message (1)  
Political Writing (1)  
or other approved topics  
Public Affairs Institute (GOVT-523)  
Survey Research, Focus Groups, Media (1)  
Lobbying and the Internet (1)  
Grassroots Lobbying (1)  
or other approved topics  
Women and Politics Institute (GOVT-685)  
Women in Congress (1)  
Women's Health Policy (1)  
Politics of Women and National Security (1)  
or other approved topics
- 18 credit hours from the following:  
GOVT-520 Advanced Studies in Campaign Management (4) (if not taken to fulfill requirement above)  
GOVT-523 The Art and Craft of Lobbying (4) (if not taken to fulfill requirement above)  
GOVT-525 Congress and the Executive (3)  
GOVT-540 Political Parties, Interest Groups, and Lobbying (3)  
GOVT-541 The Politics of Mass Communication (3)  
GOVT-651 The Legislative Process (3)  
GOVT-652 The Presidency and the Executive Branch (3)  
GOVT-656 Voting Behavior, Elections and Campaigns (3)  
GOVT-674 Constitutional Law and Politics (3)

- GOVT-685 Topics in Women and Politics (1-4) (if not taken to fulfill requirement above)  
 GOVT-691 Internship (1-6)  
 PUAD-560 Intergovernmental Relations (3)  
 or other SPA comparative politics course

## **Ph.D. in Political Science**

---

### **Admission to the Program**

Applicants are considered and admitted for the fall semester only. February 1 is the deadline for application for admission. All applicants must submit scores from the verbal and quantitative sections of the Graduate Record Examination (GRE). The normal minimum for consideration is a grade point average of 3.30 (on a 4.00 scale) in all previous academic work. Preference will be given to applicants for full-time study, although highly qualified students may be admitted for part-time study.

### **Major Fields**

American Politics, Comparative Politics, Policy Analysis, Public Administration, and Justice, Law and Society

### **Degree Requirements**

- 72 credit hours of approved graduate work is required for students entering the program with a bachelor's degree; a minimum of 48 credit hours is required of students who have completed an approved master's degree.
- Advancement to candidacy is accomplished by successfully completing a written qualifying examination at the end of the second semester of study.
- Students take written comprehensive examinations in American politics or comparative politics and one of the remaining major field areas. They master the subject matter of the third through formal course work. Selection of fields from the Department of Government and the School of International Service (SIS) and scheduling of all examinations requires the approval of the political science Ph.D. faculty advisor and the chair of the Department of Government. Selection of fields from outside the Department of Government and SIS requires the approval of the SPA director of doctoral programs. Following completion of the written examinations, all students take an oral examination to defend their dissertation proposal, before a committee of faculty members.

The remaining major field areas include public administration, policy analysis, justice, law and society, methods, and any Ph.D. field offered at American University, subject to the approval of the political science Ph.D. faculty advisor. Methods is offered only as a third, non-comprehensive field. Two of the three major field areas must be offered by the School of Public Affairs. Under special circumstances, students may take a field outside American University, subject to the approval of the SPA director of doctoral programs.

- The Ph.D. is fundamentally a research degree. Understanding scientific inquiry and correctly using research techniques

require extensive preparation. All students in the program take three courses designed to help doctoral students comprehend the nature of science and master tools of research (see Course Requirements, below).

Each student selects a specialization in which to complete an original research project under the direction of program faculty and write a dissertation. Students may choose research projects within one of the major areas or select a research specialization from one of the other graduate fields within the school.

Each student prepares a research proposal for the dissertation project. It is the responsibility of the student to secure the agreement of a School of Public Affairs full-time tenured or tenure-track faculty member to serve as the chair of the dissertation committee. One of the other two members of the committee may be from outside SPA. As part of this process, each student must publicly defend the research proposal before the dissertation committee and other interested faculty. The committee and the SPA director of doctoral programs (acting for the dean) must approve the defense and the research proposal. The topic covered by the proposal must be related to ongoing research or publications of the supervising faculty.

As work on the dissertation project progresses, students register for 6-12 credit hours of directed study. Substantive course work may be used as part of this requirement where it contributes directly to the research specialization and is specifically recommended by the dissertation committee chair.

Upon completion of the research and the written dissertation, the candidate submits the manuscript to the dissertation committee for review. If the committee members approve the manuscript, the candidate must complete an oral defense of the dissertation and the general field in which it lies before the committee and other interested faculty. The committee determines conclusively at this point whether the dissertation and examination are acceptable.

The dissertation must consist of high quality original research directly relevant to the student's doctoral program. A dissertation proposal may be rejected if the topic does not address a major research issue in political science or public administration, the research design is inadequate, the methodology is inappropriate, or because no full-time tenured or tenure-track faculty member in the School of Public Affairs is academically competent or available to supervise the project. If the candidate fails to maintain satisfactory progress toward completion of the dissertation, his or her candidacy may be terminated.

### **Course Requirements**

- GOVT-710 Seminar in American Politics (3)
- Additional advanced courses in American politics, proseminars and additional advanced courses in the two remaining major field areas, including comparative politics,

justice, law and society, policy analysis, public administration, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Proseminars are selected from GOVT-720 Seminar in Policy Analysis (3)  
 GOVT-730 Seminar in Comparative Politics (3)  
 JLS-710 Seminar in Justice, Law and Society (3)  
 PUAD-710 Seminar in Public Administration (3)

Three courses in research design and methodology:

- GOVT-612 Conduct of Inquiry I (3)
- GOVT-613 Conduct of Inquiry II (3)
- GOVT-614 Research in Political and Administrative Behavior (3) or  
 GOVT-615 Qualitative Research Methods (3) or  
 GOVT-704 Approaches to Political Understanding (3)
- GOVT-799 Doctoral Dissertation Seminar (6–12 )

## **Graduate Certificate in Women, Policy, and Political Leadership**

---

### **Admission to the Program**

Open to students with a bachelor's degree or equivalent from an accredited institution.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit

hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- Two from the following:  
 GOVT-682 Women and Politics (3)  
 GOVT-683 Women, Politics, and Public Policy (3)  
 GOVT-684 Women and Political Leadership (3)
- One of the following:  
 GOVT-685 Topics in Women and Politics:  
 Women, the Law and Litigating for Social Change (4)  
 GOVT-520 Advanced Studies in Campaign Management (4)  
 GOVT-523 The Art and Craft of Lobbying (4)
- A minimum of two 1 credit courses from the following:  
 GOVT-685 Topics in Women and Politics:  
 Politics and Economics of Sexual Harassment  
 Politics and Policy of Women's Health  
 Politics and Policy of Reproductive Rights  
 Politics and Policy of Women and the Media  
 Politics of Title IX and Gender Equity  
 Politics of Violence against Women  
 Women and National Security Policy  
 Women World Leaders  
 Women and the 2004 Campaign  
 Women, the Law and the Legal Process
- 3 credit hours from the following or other courses as approved by the program director:  
 COMM-510 Women in Journalism (3)  
 ECON-574 Women and the Economy (3)  
 GOVT-686 Feminist Political Theory (3)  
 GOVT-584 Gender and Politics in the Middle East (3)  
 JLS-526 Domestic Violence (3)  
 JLS-535 Gender and the Law (3)  
 SIS-517 Gender and Conflict (3)  
 SIS-648 Women and Development (3)  
 SOCY-570 Sociology of Gender and Family  
 SOCY-670 Gender, Family and Work

# Department of Justice, Law and Society

---

**Chair** Deirdre Golash,

**Academic Advisors** Carl Cook, Linda Spicer

## **Full-Time Faculty**

**University Professor** R.J. Simon

**Professor Emeritus** R.A. Myren, D.J. Saari, A.S. Trebach,  
R.I. Weiner

**Professor** R.R. Bennett, D. Dreisbach, B. Forst, R. Johnson,  
E.C. Viano

**Research Professor** C. Cooper, J. Trotter

**Associate Professor** D. Fagelson, D. Golash, J. Savage

**Assistant Professor** L.A. Addington, A. Alexander, C. Epps,  
D. Klusmeyer, J. Schaler

The Department of Justice, Law and Society (DJLS) has one of the oldest programs in the field of justice in the United States. The full-time faculty in the department have educational backgrounds in law, criminology, criminal justice, philosophy, political science, sociology, history, and social work. The department offers the Bachelor of Arts in Justice and in Law and Society; Master of Science in Justice, Law and Society; a dual Juris Doctor and Master of Science program with the Washington College of Law; and the Ph.D. in Justice, Law and Society.

The B.A. in Justice analyzes the foundations, functions, policies and procedures of justice. Crime and deviance are major policy concerns in American society, and systems of justice are the major public policy response for dealing with these problems. Cross-cultural and international perspectives are brought to bear when they shed light on the nature of crime and deviance or on the workings of American systems of justice. The B.A. in Law and Society program examines the role of law as it permeates social, political, and economic institutions. The complex relation of law and justice, broadly conceived, is the central consideration in this program. Drawing on the social sciences and humanities, it offers an historical and international perspective on legal issues. Both undergraduate majors can be considered prelaw majors.

The M.S. in Justice, Law and Society examines problems of justice from the vantage point of justice and public policy as well as law and society. In both areas there is an emphasis on understanding, evaluating, and, where appropriate, conducting research. Graduates who go on for doctoral or professional study are equipped to pursue rigorous graduate work in programs that emphasize justice or law and society, as well as in programs that merge these concerns.

The department's programs prepare students for law school and further graduate study, as well as for entry-level positions and professional careers in the justice field. Washington, D.C. provides a source of cooperative education and internship placements, which often lead to challenging employment.

## **B.A. in Justice**

---

### **Admission to the Program**

New freshman and transfer students are admitted through the Undergraduate Admissions Office. Current students in good academic standing who wish to transfer into the department or develop a double major may do so through a formal declaration of major.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- 48 credit hours with grades of C or better

### **Course Requirements**

- JLS-103 Critical Issues in Justice (3)
- JLS-104 Introduction to Systems of Justice (3)  
*or*  
JLS-235/JLS-235G Justice in America 4.2 (3)
- JLS-205 History and Philosophy of Criminology (3)
- JLS-245/JLS-245G Cities and Crime 4.2 (3)  
*or*  
JLS-206 Justice and Deviant Behavior (3)
- JLS-307 Justice, Law, and the Constitution (3)
- JLS-309 Justice and Public Policy (3)
- JLS-380 Introduction to Justice Research (3) (prerequisite: STAT-202 Basic Statistics)
- 27 credit hours from the following with at least 15 credit hours at the 300 level or above, with one course from each of the four cluster areas:

#### *Justice, Criminology and Deviance*

- JLS-206 Justice and Deviant Behavior (3)
- JLS-215/JLS-215G Violence and Institutions 4.2 (3)
- JLS-253 Juvenile Delinquency: Causes, Prevention and Treatment (3)
- JLS-303 Drugs, Alcohol and Society (3)
- JLS-401 Criminal Behavior: A Psychosocial Analysis (3)
- JLS-517 Victimology (3)
- JLS-551 Comparative Justice Studies Abroad (3)

***Justice and Legal Process***

- JLS-110/JLS-110G Western Legal Tradition 2:1 (3)
- JLS-225/JLS-225G American Legal Culture 2:2 (3)
- JLS-308 Justice, Morality and the Law (3)
- JLS-311 Introduction to Forensic Science (3)
- JLS-342 Judicial Administration (3)
- JLS-352 Psychiatry and the Law (3)
- JLS-382 Determination of Fact (3)
- JLS-420 Legal Reasoning (3)
- JLS-458 The Juvenile and the Law (3)
- JLS-501 The Concept of Justice (3)
- JLS-535 Gender and the Law (3)

***Justice, Law Enforcement and Public Policy***

- JLS-210 Policing in America: An Introductory Survey (3)
- JLS-211 Contemporary Issues in American Law Enforcement (3)
- JLS-313 Organized Crime (3)
- JLS-315 White-Collar and Commercial Crime (3)
- JLS-513 Law and Economics (3)
- JLS-525 Law and the Corporate World (3)
- JLS-550 Drugs, Crime, and Public Policy (3)

***Justice, Corrections and Punishment***

- JLS-200/JLS-200G Deprivation of Liberty 4:2 (3)
- JLS-230 Corrections in America (3)
- JLS-332 Corrections and the Constitution (3)
- JLS-431 The Prison Community (3)
- JLS-530 Concepts of Punishment (3)

The remaining 15 credit hours may be selected from any one or more of the clusters. A total of 9 credit hours of internships, cooperative education, independent study, independent reading, Washington Semester or American University study abroad programs may be applied to this requirement, with no more than 6 credit hours of course work in any one category.

***University Honors Program***

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

**B.A. in Law and Society****Admission to the Program**

New freshman and transfer students are admitted through the Undergraduate Admissions Office. Current undergraduate students in good academic standing who wish to transfer into the department or develop a double major may do so through a formal declaration of major.

**University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

**General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

**Major Requirements**

- 48 credit hours with grades of C or better

**Course Requirements**

- ECON-100/ECON-100G Macroeconomics 4:1 (3)
- JLS-103 Critical Issues in Justice (3)
- JLS-110/JLS-110G Western Legal Tradition 2:1 (3)
- JLS-225/JLS-225G American Legal Culture 2:2 (3)
- or
- JLS-310 The Legal Profession (3)
- JLS-307 Justice, Law, and the Constitution (3)
- JLS-380 Introduction to Justice Research (3) (prerequisite: STAT-202 Basic Statistics)
- JLS-402 Comparative Systems of Law and Justice (3)
- 27 credit hours from the following with at least 15 credit hours at the 300 level or above, with one course from each of the five cluster areas:

***Law and the Justice System***

- JLS-200/JLS-200G Deprivation of Liberty 4:2 (3)
- JLS-235/JLS-235G Justice in America 4:2 (3)
- JLS-308 Justice, Morality, and the Law (3)
- JLS-309 Justice and Public Policy (3)
- JLS-310 The Legal Profession (3) (if not taken for requirement above)
- JLS-342 Judicial Administration (3)
- JLS-343 Issues in Civil Justice (3)
- JLS-382 Determination of Fact (3)
- JLS-420 Legal Reasoning (3)
- JLS-504 Comparative Criminology and Criminal Justice (3)
- JLS-541 Law and Authoritarian Societies (3)
- JLS-551 Comparative Justice Studies Abroad (3-6)
- SIS-322 Human Rights (3)

*Sociology and Anthropology*

- ANTH-215/ANTH-215G Sex, Gender, and Culture 3.2 (3)
- ANTH-336 Social Structure (3)
- ANTH-431 Taboos (3)
- JLS-245/JLS-245G Cities and Crime 4.2 (3)
- JLS-303 Drugs, Alcohol, and Society (3)
- JLS-454 Violence in America (3)
- JLS-517 Victimology (3)
- JLS-535 Gender and the Law (3)
- SOCY-350 Social Problems in a Changing World (3)
- SOCY-351 Race and Ethnic Conflict: Global Perspectives (3)

*Political Science/Government*

- GOVT-215/GOVT-215G Civil Rights and Liberties 4.2 (3)
- GOVT-305 Modern Political Thought (3)
- GOVT-321 Congress and Legislative Behavior (3)
- GOVT-335 Democratization, Participation, and Social Movements (3)
- GOVT-350 Constitutional Law I: Powers and Federalism (3)
- GOVT-352 Law and the Political System (3)
- PHIL-221 Philosophy, Politics, and Society (3)
- SIS-321 International Law (3)

*Economics*

- ACCT-201 Legal Issues in Business (3)
- ECON-200/ECON-200G Microeconomics 4.2 (3)
- ECON-351 Comparative Economic Systems (3)
- ECON-341 Public Economics (3)
- ECON-317 Political Economy (3)
- ECON-320 History of Economic Ideas (3)
- ECON-325 Social Choice and Economic Justice (3)
- JLS-513 Law and Economics (3)
- JLS-525 Law and the Corporate World (3)

*Psychology*

- JLS-215/JLS-215G Violence and Institutions 4.2 (3)
- JLS-301 Drugs, Consciousness and Human Fulfillment (3)
- JLS-333 Law, Psychology, and Justice (3)
- JLS-352 Psychiatry and the Law (3)
- PSYC-205/PSYC-205G Social Psychology 4.2 (3)
- PSYC-215/PSYC-215G Abnormal Psychology and Society 4.2 (3)
- PSYC-240/PSYC-240G Drugs and Behavior 5.2 (3)

- The remaining 12 credit hours may be selected from any one or more of the clusters. A total of 9 credit hours of internships, cooperative education placements, independent study, independent reading, Washington Semester or American University study abroad programs may be applied to this requirement, with no more than 6 credit hours of course work in any one category.

**University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. To do so, students complete 12 hours of advanced-level Honors work in the department and, upon departmental recommendation, graduate with University Honors in the major. The department's Honors

coordinator advises students in the University Honors Program regarding departmental options. See the section on the University Honors Program for further details.

**Washington Semester in Justice****Admission to the Program**

This one semester program draws on the unique environment of Washington, D.C. to provide students with a realistic picture of the processes of the criminal justice system; the interrelationships of the institutions operating in that system; the problems of civil justice systems, and local, national, and international levels of the justice system. This is accomplished through seminars, field trips to justice agencies, internships, and independent research projects. The program is open to students from American University and affiliated institutions. Students earn undergraduate credit that may be applied toward the requirements for a bachelor's degree.

Requirements for admission to the program are: a major in justice or a related social science; nomination by two Washington Semester faculty representatives; a minimum 2.50 grade point average (on a 4.00 scale); and at least second-semester sophomore standing.

**Course Requirements**

- JLS-492 Washington Justice Seminar I: A National and Intergovernmental Perspective (4)
- JLS-493 Washington Justice Seminar II: A National and Intergovernmental Perspective (4)
- JLS-490 Independent Study Project in Justice (4) or other approved course
- JLS-491 Internship in a Justice Setting (4)

**Washington Semester in Transforming Communities****Admission to the Program**

The Washington Semester in Transforming Communities fosters the ideal of "think globally, act locally" by providing students with the knowledge and tools to take community service to a new level. Washington, D.C., serves as a distinctive learning laboratory for exploring how grassroots action, government opportunities, and creative programs can strengthen and rebuild communities. Students meet with activists, policy makers, and other leaders in the field.

The program is open to students from American University and affiliated institutions. Students earn undergraduate credit in either government (GOVT) or justice, law and society (JLS) that may be applied toward the requirements for a bachelor's degree. Requirements for admission to the program are: nomination by a Washington Semester faculty representative, a minimum 2.50 grade point average (on a 4.00 scale); and at least second-semester sophomore standing.

**Course Requirements**

- GOVT-417/JLS-464 Transforming Communities Seminar I (4)

- GOVT-418/JLS-465 Transforming Communities Seminar II (4)
- GOVT-419/JLS-466 Transforming Communities Research Project (4)
- GOVT-420/JLS-467 Transforming Communities Internship (4)

## Minor in Justice

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### Course Requirements

- JLS-103 Critical Issues in Justice (3)
- JLS-104 Introduction to Systems of Justice (3)  
or  
JLS-235/JLS-235G Justice in America 4.2 (3)
- 12 credit hours in justice (JLS-xxx) at the 300 level or above. No more than 6 credit hours may be taken from any one cluster: Justice, Criminology and Deviance; Justice and Legal Process; Justice, Law Enforcement and Public Policy; and Justice, Corrections and Punishment (see Justice major course requirements, above).

## Combined B.A. and M.S. in Justice, Law and Society

### Admission to the Program

This program allows students to complete the B.A. and the M.S. in five years of full-time study. Undergraduate students with majors in justice, law and society, or related disciplines at American University apply to this program through formal application no later than the last undergraduate semester. Admissions decisions are based on the normal M.S. standards and procedures of the school.

### Course Requirements

- All requirements for the B.A. in Justice, B.A. in Law and Society, or related discipline
- Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements for both degrees.
- All requirements for the M.S. in Justice, Law and Society, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## M.S. in Justice, Law and Society

The M.S. in Justice, Law and Society focuses on the foundations and structure of institutions of justice and law. Students receive a thorough grounding in both empirical and theoretical approaches to public policy issues and take a concentration in either justice and public policy, or law and society.

The concentration in justice and public policy provides a theoretical grounding in criminology and course work in cor-

rections, law enforcement, and court management. This concentration prepares students for a variety of practitioner and research positions in criminal justice, or for advanced graduate work in criminology or criminal justice.

The concentration in law and society provides an interdisciplinary perspective on the role of law in society, including the theoretical foundations of law, the relationship between law and the social sciences, and broad issues of social justice. This concentration prepares students for positions in policy research and analysis or for advanced graduate work in law and society.

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must submit Graduate Record Examination (GRE) test scores. Undergraduate preparation in the social, behavioral, and administrative or managerial sciences is preferred, but not required. Applicants are evaluated on the basis of scholastic achievement in their last 60 credit hours of undergraduate work, test scores and two letters of recommendation.

### Concentrations

Justice and Public Policy or Law and Society

### Degree Requirements

- 33 credit hours of approved graduate work with at least 18 credit hours at the 600 level
- Written comprehensive examination in one of the concentration areas, justice and public policy, or law and society. Students must complete seminars and electives in the relevant area before taking the examination.
- Research requirement: JLS-680 Introduction to Justice Research I and either JLS-681 Introduction to Justice Research II or JLS-797 Master's Thesis Research (thesis option for selected students in the law and society concentration with departmental permission) with grades of B or better

### Course Requirements

- Two courses from the following:  
JLS-601 Law and Society: Law and Social Sciences (3)  
JLS-602 Law and Society: Legal Theory (3)  
JLS-609 Justice and Public Policy: Criminological Theory (3)  
JLS-610 Justice and Public Policy: Controversial Issues (3)
- JLS-680 Introduction to Justice Research I (3)  
(prerequisite: basic statistics)
- JLS-681 Introduction to Justice Research II (3)  
or  
JLS-797 Master's Thesis Research (3)
- Justice and Public Policy (21 credit hours)**
- 12 credit hours from the following:  
JLS-501 Concept of Justice (3)  
JLS-504 Comparative Criminology and Criminal Justice (3)  
JLS-517 Victimology (3)  
JLS-526 Domestic Violence (3)  
JLS-530 Concepts of Punishment (3)  
JLS-550 Drugs, Crime, and Public Policy (3)

- JLS-596 Selected Topic with permission of advisor  
 JLS-608 The Constitution and Criminal Procedure (3)  
 JLS-609 Justice and Public Policy: Criminological Theory (3)  
 (if not used for requirement above)  
 JLS-610 Justice and Public Policy: Controversial Issues (3) (if not used for requirement above)  
 JLS-620 Crime, Conscience and Community (3)  
 JLS-638 Race and Justice in America (3)  
 JLS-643 Advanced Seminar in Policing (3)  
 JLS-663 Advanced Seminar in Courts (3)  
 JLS-686 Advanced Seminar in Corrections (3)  
 JLS-687 Law, Deviance, and the Mental Health System (3)
- 9 additional credit hours from the list above, from law and society electives, or from the following:
- JLS-520 Insider's View of Justice (3)  
 JLS-551 Comparative Justice Studies Abroad (3-6)  
 JLS-690 Independent Study Project in Justice (1-6)  
 JLS-691 Internship in a Justice Setting (1-6)  
 JLS-692 Cooperative Education Field Experience (3-6)  
 PUAD-606 Foundations of Policy Analysis (3)  
 PUAD-610 Management Analysis (3)  
 PUAD-616 Legal Basis of Public Management (3)  
 PUAD-633 Financial Aspects of Public Management (3)  
 PUAD-654 Organizational Diagnosis and Change (3)

#### **Law and Society (21 credit hours)**

- 12 credit hours from the following:
- JLS-501 Concept of Justice (3)  
 JLS-513 Law and Economics (3)  
 JLS-525 Law and the Corporate World (3)  
 JLS-530 Concepts of Punishment (3)  
 JLS-535 Gender and the Law (3)  
 JLS-541 Law and Authoritarian Societies (3)  
 JLS-596 Selected Topic with permission of advisor  
 JLS-601 Law and Society: Law and Social Sciences (3) (if not used for requirement above)  
 JLS-602 Law and Society: Legal Theory (3) (if not used for requirement above)  
 JLS-608 The Constitution and Criminal Procedure (3)  
 JLS-615 Law and Human Rights (3)  
 JLS-620 Crime, Conscience and Community (3)  
 JLS-638 Race and Justice in America (3)  
 JLS-648 Law and Religion (3)
- 9 additional credit hours from the list above, from justice and public policy electives, or from the following:
- GOVT-523 The Art and Craft of Lobbying (1-4)  
 GOVT-525 Congress and the Executive (3)  
 GOVT-540 Political Parties, Interest Groups and Lobbying (3)  
 GOVT-541 The Politics of Mass Communication (3)  
 GOVT-674 Constitutional Law and Politics (3)  
 HIST-651 Era of the Revolution and Constitution (3)  
 JLS-520 Insider's View of Justice (3)  
 JLS-551 Comparative Justice Studies Abroad (3-6)  
 JLS-690 Independent Study Project in Justice (1-6)

- JLS-691 Internship in a Justice Setting (1-6)  
 JLS-692 Cooperative Education Field Experience (3-6)  
 PHIL-525 Seminar on Modern Moral Problems (3)  
 PHIL-641 Philosophy of the Social Sciences (3)  
 PUAD-606 Foundations of Policy Analysis (3)  
 SIS-621 International Law and the Legal Order (3)

### **M.S. in Justice, Law and Society and J.D.**

#### **Admission to the Program**

The program enables students to complete the J.D. and M.S. degrees in approximately four years. Students must apply to and be accepted by both the Washington College of Law and the Department of Justice, Law and Society. Admission to either the M.S. or J.D. program in no way implies that admission to both programs will be granted.

Students may apply to both programs simultaneously or begin either program separately and then apply to the other program. However, once the study of law has begun, no justice courses can be taken until one full year of full-time law study has been completed.

Admission criteria are the same as those for the M.S. in Justice, Law and Society. If application is made initially to the Washington College of Law (WCL), LSAT scores are accepted in place of GRE general scores and application materials submitted to the WCL are reviewed for admission to the Department of Justice, Law and Society.

#### **Requirements**

- All requirements for the J.D. in the Washington College of Law
- All requirements for the M.S. in Justice, Law and Society  
 Students may apply 6 credit hours of justice courses to the J.D. degree and 6 credit hours of law courses to the M.S. in Justice, Law and Society. The law advisor must approve the justice courses and the justice advisor must approve the law courses in advance of taking the courses to be applied toward both degrees.

### **Ph.D. in Justice, Law and Society**

#### **Admission to the Program**

Applicants are considered and admitted for the fall semester only. February 1 is the deadline for application for admission. All applicants must submit scores from the Graduate Record Examination (GRE). The normal minimum for consideration is a grade point average of 3.20 (on a 4.00 scale) in all previous academic work. Preference will be given to applicants for full-time study, although highly qualified students may be admitted for part-time study.

#### **Major Fields**

Justice, Law and Society, Policy Analysis, Public Administration, American Politics, Comparative Politics, and Methods

## Degree Requirements

- 72 credit hours of approved graduate work is required for students entering the program with a bachelor's degree; a minimum of 48 credit hours is required of students who have completed an approved master's degree.
- Advancement to candidacy is accomplished by successfully completing a written qualifying examination at the end of the second semester of study.
- Students take written comprehensive examinations in justice, law and society and one of the remaining major areas. They master the subject matter of the third field through formal course work. Following completion of the written examinations, all students take an oral examination on their entire program of study before a committee of faculty members, and defend their dissertation proposal.

The remaining major field areas include American politics, comparative politics, public administration, policy analysis, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Methods is offered only as a third, non-comprehensive field. Two of the three major field areas must be offered by the School of Public Affairs. Under special circumstances, students may take a field outside American University, subject to the approval of the SPA director of doctoral programs.

- The Ph.D. is fundamentally a research degree. Understanding scientific inquiry and correctly using research techniques require extensive preparation. All students in the program take three courses designed to help doctoral students comprehend the nature of science and master tools of research (see Course Requirements, below).

Each student selects a specialization in which to complete an original research project under the direction of program faculty and write a dissertation. Students may choose research projects within one of the major areas or select a research specialization from one of the other graduate fields within the school.

Each student prepares a research proposal for the dissertation project. It is the responsibility of the student to secure the agreement of a School of Public Affairs full-time tenured or tenure-track faculty member to serve as the chair of the dissertation committee. One of the two other members of the committee may be from outside SPA. As part of this process, each student must publicly defend the research proposal before the dissertation committee and other interested faculty. The committee and the SPA director of doctoral programs (acting for the dean) must approve the defense and the research proposal. The topic covered by the proposal must be

related to ongoing research or publications of the supervising faculty.

As work on the dissertation project progresses, students register for 6-12 credit hours of directed study. Substantive course work may be used as part of this requirement where it contributes directly to the research specialization and is specifically recommended by the dissertation committee chair.

Upon completion of the research and the written dissertation, the candidate submits the manuscript to the dissertation committee for review. If the committee members approve the manuscript, the candidate must complete an oral defense of the dissertation and the general field in which it lies before the committee and other interested faculty. The committee determines conclusively at this point whether the dissertation and examination are acceptable.

The dissertation must consist of high quality original research directly relevant to the student's doctoral program. A dissertation proposal may be rejected if the topic does not address a major research issue in justice, law and society, the research design is inadequate, the methodology is inappropriate, or because no full-time tenured or tenure-track faculty member in the School of Public Affairs is academically competent or available to supervise the project. If the candidate fails to maintain satisfactory progress toward completion of the dissertation, his or her candidacy may be terminated.

## Course Requirements

- JLS-710 Seminar in Justice, Law and Society (3)
- Additional advanced courses in justice, law and society, proseminars and additional advanced courses in the two remaining major field areas, including American politics, comparative politics, policy analysis, public administration, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Proseminars are selected from:  
GOVT-710 Seminar in American Politics (3)  
GOVT-720 Seminar in Policy Analysis (3)  
GOVT-730 Seminar in Comparative Politics (3)  
PUAD-710 Seminar in Public Administration (3)

Three courses in research design and methodology:

- GOVT-612 Conduct of Inquiry I (3)
- GOVT-613 Conduct of Inquiry II (3)
- GOVT-614 Research in Political and Administrative Behavior (3) or  
GOVT-615 Qualitative Research Methods (3) or  
GOVT-704 Approaches to Political Understanding
- GOVT-799 Doctoral Dissertation Seminar (6-12)

# Department of Public Administration and Policy

---

**Chair Howard McCurdy**

**Academic Advisors** Nina Allen, Renee Howatt,  
Kim Kokich, Baylen Limnekin, Janet Nagler, Abby Wahl

**AU/NTL Program Director** Katherine Farquhar

**AU/NTL Program Assistant Director** Katherine Flewellen

**Public Sector Executive Education Director** Robert Tobias

**Full-Time Faculty**

**Professor Emeritus** R.E. Cleary, D.H. Kochler, B.H. Ross,  
M. Segal, R.G. Smolka, D. G Zauderer

**Distinguished Professor** D. H. Rosenbloom

**Professor** R.F. Durant, C.M. Kerwin, L. I. Langbein,  
H.E. McCurdy, B.R. Schiller

**Associate Professor** K. Farquhar, J. Johnston, H. Lieber,  
D. R. Mullins

**Assistant Professor** A. Amirkhanyan, J. J. Cadigan,  
A. Jacknowitz, R. Kramer

**AU/NTL Program Distinguished Scholar in Residence**  
R. Marshak

**Scholar in Residence** B. Radin, S. Krislov

**Distinguished Adjunct Professor in Residence**

A. F. Alpern (ret.), B. Huther, B. Rosen (ret.)

**Distinguished Practitioner in Residence** R. Tobias

The mission of the Department of Public Administration and Policy is to prepare students to become innovative leaders by developing their managerial, analytical, and interpersonal skills. Drawing on Washington's unique resources, department programs are designed to strengthen policy making and administration in a wide variety of organizations. This is accomplished through a strong commitment by faculty to state-of-the-art teaching, practical research, and dedication to public service.

Graduate degrees offered by the Department of Public Administration and Policy include the Master of Public Administration (M.P.A.), Master of Public Policy (M.P.P.), and Ph.D. in Public Administration. The department also offers two executive education master's programs: the Key Executive M.P.A.; and the M.S. in Organization Development. It is the only academic department in the nation to offer fully-accredited (National Association of Schools of Public Affairs and Administration) M.P.A., Executive M.P.A., and M.P.P. degrees.

## **Minor in Public Administration and Policy**

---

The minor in public administration and policy is designed to give undergraduate students a deeper appreciation for the challenges in organizing the modern state and the manner in which the intricacies of implementation affect the achievement of public policies.

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

GOVT-110/GOVT-110G Politics in the United States 4:1 or GOVT-120 Introduction to American Politics is recommended as a prerequisite to the minor.

**Course Requirements**

- GOVT-210/GOVT-210G Political Power and American Public Policy 4:2 (3)
- GOVT-460 Political and Organizational Leadership (3) (for students in the SPA Leadership Program)
  - or*
  - GOVT-484 Women and Political Leadership (3)
  - or*
  - other approved course on leadership
- PUAD-260 Administrative Politics (3)
- PUAD-343 Organizing Public Services (3)
- 9 credit hours from the following:
  - GOVT-370 Formation and Implementation of Environmental Policy (3)
  - GOVT-396/496 Selected Topics :Nonrecurring (approved topics in public administration and policy)
  - GOVT-423 Advanced Studies in Public Policy (3)
  - GOVT-455 Equal Protection (3)
  - GOVT-483 Women, Politics, and Public Policy (3)
  - GOVT-520 Advanced Studies in Campaign Management (4)
  - JLS-309 Justice and Public Policy (3)
  - JLS-550 Drugs, Crime, and Public Policy (3)
  - PUAD-560 Intergovernmental Relations (3)
  - other SPA courses dealing with public policy and administration as approved by the department chair

## **Combined Bachelor's and Master of Public Administration**

---

This program enables qualified students to earn, in a continuous plan of approximately five years of full-time study, both a bachelor's degree with a major in any related discipline and the Master of Public Administration.

**Admission to the Program**

Admission to the combined bachelor's /M.P.A. program requires junior standing, a minimum cumulative grade point average of 3.00, a completed application form, a written faculty recommendation, an essay on the student's interests and abilities in public administration, and an interview with the department chair.

Acceptance and participation in the combined bachelor's /M.P.A. program does not automatically guarantee acceptance into the graduate program. Students must apply for admission to the graduate program no later than the last undergraduate semester.

## Requirements

- All requirements for a bachelor's degree with a major in any related discipline
- Undergraduate students may apply up to 12 credit hours of approved 500-level course work to satisfy the requirements for both degrees. Recommended courses include American politics (especially courses dealing with formulation and implementation of public policy), economics, statistics, computer science, accounting, and writing and other communication skills.
- All requirements for the Master of Public Administration, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## Combined Bachelor's and Master of Public Policy

This program enables qualified students to earn, in a continuous plan of approximately five years of full-time study, both a bachelor's degree with a major in any related discipline and the Master of Public Policy.

### Admission to the Program

Admission to the combined bachelor's/M.P.P. program requires junior standing, a minimum cumulative grade point average of 3.00, a completed application form, a written faculty recommendation, an essay on the student's interests and abilities in public policy, and an interview with the department chair.

Acceptance and participation in the combined bachelor's/M.P.P. program does not automatically guarantee acceptance into the graduate program. Students must apply for admission to the graduate program no later than the last undergraduate semester.

### Requirements

- All requirements for a bachelor's degree with a major in any related discipline
- Undergraduate students may apply 6 credit hours of approved 500-level course work to satisfy the requirements for both degrees. Recommended courses include public policy, economics, statistics, computer science, and writing and other communication skills.
- All requirements for the Master of Public Policy, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## Master of Public Administration (M.P.A.)

The Master of Public Administration program contributes to the department's mission by preparing students for leadership positions in public service and related institutions. It emphasizes instruction in core management competencies, especially the analysis of management systems necessary to carry out public service objectives.

## Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission decisions are based on each applicant's academic record, two letters of recommendation, test scores from the Graduate Record Examination (GRE), and an essay written by the applicant on his or her background and career interests. Applicants may substitute test scores from similar tests, such as the GMAT or LSAT, for the GRE where appropriate. Applicants who received their undergraduate degree more than eight years prior to their date of application may waive the requirement for test scores by submitting a statement describing their professional experience. The department values applicants who have acquired practical experience before beginning their professional degree program. Admission decisions are based on each applicant's total record and not on any single strength or deficiency.

### Degree Requirements

- 42 credit hours of approved graduate work
- A student who has performed successfully for several years as a manager in a supervisory role before admission to the M.P.A. program may apply to the department chair to have the total program reduced by up to 6 credit hours. Such application must specify relevant responsibilities and be submitted so as to permit evaluation prior to the commencement of the 13th credit of course work. Waiver of the full 6 credit hours is reserved for students at the GS-13 level or its equivalent who exercise significant responsibilities for supervision and program management; a 3-credit waiver may be granted to students with significant responsibilities for supervision or program management. Credit earned as part of an internship may not count toward the total degree requirement of any student receiving such a reduction.
- Due to special arrangement, students admitted to the M.P.A. may utilize qualifying courses offered by the Office of Personnel Management (OPM) Executive Management Training Centers and by Management Concepts, Inc. toward the credit hours required to earn the degree. Qualifying courses from these two institutions have been certified for college credit by the American Council on Education (ACE). Up to 6 credit hours may be waived for qualifying courses and/or transfer credit from another academic institution, and up to 6 credit hours may be waived for significant management experience, for a total not to exceed 12 credit hours. Students who avail themselves of this provision will be encouraged to take advanced level work in designated areas as a consequence.
- Written comprehensive examination
- The research requirement is satisfied by completing two of the following courses with grades of B or better:
- PUAD-605 Problem Solving for Managers (3)
- PUAD-610 Management Analysis (3)
- PUAD-616 Legal Basis of Public Administration (3)

PUAD-630 Public Managerial Economics (3)

#### **Course Requirements**

- PUAD-605 Problem Solving for Managers (3)
  - PUAD-610 Management Analysis (3)
  - PUAD-612 Public Administration in the Policy Process (3)
  - PUAD-616 Legal Basis of Public Administration (3)
- or*

PUAD-608 Comparative Administrative Systems (3) (for international students returning to countries without Anglo-American or European legal traditions, with permission of the academic advisor)

- PUAD-630 Public Managerial Economics (3)
- PUAD-650 Leadership in a Changing Workplace (3)
- Three courses from the following:
  - PUAD-609 Topics in Public Management (3)
  - PUAD-611 Government and Non-Profit Informatics (3)
  - PUAD-615 Public-Private Partnerships (3)
  - PUAD-617 Project Management (3)
  - PUAD-633 Financial Aspects of Public Management (3)
  - PUAD-652 Facilitation and Team Development (3)
  - PUAD-665 Human Resource Management Strategies (3)
- PUAD-691 Internship (3) *or* PUAD-692 Cooperative Education Field Experience (3) *or* other approved course Preservice students about to begin their career participate in a supervised internship. An internship seminar, equal in credit to one course, relates on-the-job experience to current political and administrative issues. The formal internship program is optional for students already employed.

#### **Area of Concentration (12 credit hours)**

- 12 credit hours in an area of concentration

Areas include: public financial management; urban management; international management; policy analysis; human resource management; arts management; non-profit management; information systems management; management consulting; and public management. Students may create special areas of concentration by consulting program faculty and their academic counselor.

### **Key Executive M.P.A. Program**

Using executive education models, the Key Executive Program prepares mid-level managers to become innovative leaders. Begun in 1975, the Key Executive Program is a twenty-month course of study in the skills, knowledge, and values needed by top-level public executives and offers participants the perspectives and competencies necessary for effective performance in high level executive and managerial work. The curriculum includes the major activity areas used in certifying candidates for career positions in the Senior Executive Service. Classes are held on selected Fridays and Saturdays. Participants continue to work at their jobs while completing their studies.

Admission to the Key Executive Program is competitive and restricted to GS13s or above (or the equivalent) who exer-

cise significant responsibilities for program management or policy development and are preparing themselves for positions of greater responsibility. The program is oriented to civilian personnel in the federal government, military or other uniformed personnel, state and local officials, and personnel in the nonprofit, public or private sectors.

With the expectation that graduates of the program will move from managerial to leadership roles within their organizations, the executive M.P.A. curriculum encompasses the principal components of public service education: the leadership of public service organizations, the public policy and organizational environment, and the analysis of issues. Beyond the core requirements, students take courses covering aspects of budgeting and financial management; leadership and human resource management; and the policy environment.

#### **Degree Requirements**

- 36 credit hours of approved graduate work
- Comprehensive examination using action learning to solve a real organizational problem
- The research requirement is satisfied by completing two of the following courses with grades of B or better:
  - PUAD-623 Executive Problem Solving
  - PUAD-625 Analysis and Evaluation
  - PUAD-654 Organization Diagnosis and Change

#### **Course Requirements**

- PUAD-623 Executive Problem Solving (3)
- PUAD-625 Analysis and Evaluation (3)
- PUAD-626 Legal Issues in Public Administration (3)
- PUAD-630 Public Managerial Economics (3)
- PUAD-654 Organization Diagnosis and Change (3)
- 21 credit hours from the following:
  - PUAD-611 Government and Non-Profit Informatics (3)
  - PUAD-620 Public Marketing and Strategic Communication (1.5)
  - PUAD-621 Topics in Executive Management (1-3)
  - PUAD-622 Leadership for Executives (3)
  - PUAD-624 Budgeting and Financial Management (3)
  - PUAD-627 Politics, Policymaking, and Public Administration (3)
  - PUAD-628 Executive Skill Modules (1-2)
  - PUAD-629 Symposium on Executive Management (2)
  - PUAD-634 Acquisition Management (1.5)
  - PUAD-638 Human Resource Management for Executives (1.5)
  - PUAD-639 Ethics for Public Managers (1.5)
  - PUAD-659 Action Learning for Executives (1.5)
  - PUAD-665 Human Resource Management Strategies (3)
- Students who are unable to complete a course with their cohort may substitute an equivalent course approved by the program director and department chair.

## AU/OPM M.P.A. Program

An executive M.P.A. program is offered through a partnership with the U.S. Office of Personnel Management (OPM). Using executive education models, the AU/OPM Executive Program prepares mid-level and senior managers to become innovative leaders. The program is a twenty-month course of study in the skills, knowledge, and values needed by top-level public executives and offers participants the perspectives and competencies necessary for effective performance in high level executive and managerial work. The curriculum includes the major activity areas used in certifying candidates for career positions in the Senior Executive Service. Classes are held once a month on selected weekends and run Friday, Saturday, and Sunday. Participants continue to work at their jobs while completing their studies. In addition to required course work at American University, the degree program includes residential executive training courses certified for college credit by the American Council on Education taken at OPM's Executive Management Training Centers and/or the federal Executive Institute.

Admission to the AU/OPM Executive Program is competitive and restricted to GS13s or above (or the equivalent) who exercise significant responsibilities for program management or policy development and are preparing themselves for positions of greater responsibility. The program is open only to government personnel.

With the expectation that graduates of the program will move from managerial to leadership roles within their organizations, the executive M.P.A. curriculum encompasses the principal components of public service education: the leadership of public service organizations, the public policy and organizational environment, and the analysis of issues. Beyond the core requirements, students take courses covering aspects of budgeting and financial management, leadership and human resource management, and the policy environment.

### Degree Requirements

- 39 credit hours of approved graduate work, including 30 credit hours taken at American University and up to 9 credit hours in approved courses certified for college credit by the American Council on Education (ACE) taken at OPM's Executive Management Training Centers and/or the federal Executive Institute. Official ACE transcripts must be submitted in order for students to receive transfer credit toward the degree. Students in the AU/OPM M.P.A. Program may not transfer or substitute credits for course work taken at any other institution.
- Comprehensive examination using action learning to solve a real organizational problem
- The research requirement is satisfied by completing two of the following courses with grades of B or better:  
PUAD-623 Executive Problem Solving  
PUAD-625 Analysis and Evaluation  
PUAD-654 Organization Diagnosis and Change

### Course Requirements

- PUAD-623 Executive Problem Solving (3)
- PUAD-625 Analysis and Evaluation (3)
- PUAD-626 Legal Issues in Public Administration (3)
- PUAD-630 Public Managerial Economics (3)
- PUAD-654 Organization Diagnosis and Change (3)
- 15 credit hours from the following:  
PUAD-611 Government and Non-Profit Informatics (3)  
PUAD-620 Public Marketing and Strategic Communication (1.5)  
PUAD-621 Topics in Executive Management (1-3)  
PUAD-622 Leadership for Executives (3)  
PUAD-624 Budgeting and Financial Management (3)  
PUAD-627 Politics, Policymaking, and Public Administration (3)  
PUAD-628 Executive Skill Modules (1-2)  
PUAD-629 Symposium on Executive Management (2)  
PUAD-634 Acquisition Management (1.5)  
PUAD-638 Human Resource Management for Executives (1.5)  
PUAD-639 Ethics for Public Managers (1.5)  
PUAD-659 Action Learning for Executives (1.5)  
PUAD-665 Human Resource Management Strategies (3)
- Students who are unable to complete a course with their cohort may substitute an equivalent course approved by the program director and department chair.
- 9 credit hours of approved course work taken at OPM's Executive Management Training Centers and/or the Federal Executive Institute

## Master of Public Policy (M.P.P.)

The Master of Public Policy (M.P.P.) contributes to the department's mission by developing the ability of students to analyze and evaluate public sector policies. It combines economics and politics into one professional degree, strongly emphasizing analytical skills and combining that analysis with an understanding of substantive policies and the challenges of implementation.

### Admission to the Program

Applicants must meet the minimum university requirements for graduate study. Admission decisions are based on each applicant's academic record, two letters of recommendation, test scores from the Graduate Record Examination (GRE), and an essay written by the applicant on his or her background and career interests. Applicants may substitute test scores from similar tests, such as the GMAT or LSAT, for the GRE where appropriate. Applicants who received their undergraduate degree more than eight years prior to their date of application may waive the requirement for test scores by submitting a statement describing their professional experience. The department values applicants who have acquired practical experience before beginning their professional degree program. Admission decisions are based on each applicant's total record and not on any single strength or deficiency.

### Degree Requirements

- 36 credit hours of approved graduate work

Due to special arrangement, students admitted to the M.P.P. may utilize qualifying courses offered by the Office of Personnel Management (OPM) Executive Management Training Centers and by Management Concepts, Inc. toward the credit hours required to earn the degree. Qualifying courses from these two institutions have been certified for college credit by the American Council on Education (ACE). Up to 6 credit hours may be waived for qualifying courses and/or transfer credit from another academic institution. Students who avail themselves of this provision will be encouraged to take advanced level work in designated areas as a consequence.

- Written comprehensive examination
- The research requirement (non-thesis option) is satisfied by completing two of the following courses with grades of B or better:

PUAD-601 Methods of Problem Solving I (3)  
 PUAD-602 Methods of Problem Solving II (3)  
 PUAD-607 Economics and Politics of Public Policy (3)  
 PUAD-630 Public Managerial Economics (3)

- All M.P.P. students are required to attain basic competency in the following areas: public program evaluation, methods of problem solving in public policy formation, foundations of policy analysis, public managerial economics, public finance, policy formation and policy implementation.

### Course Requirements

- PUAD-601 Methods of Problem Solving I (3)
- PUAD-602 Methods of Problem Solving II (3)
- PUAD-603 Policy Formation and Implementation (3)
- PUAD-604 Public Program Evaluation (3)
- PUAD-606 Foundations of Policy Analysis (3)
- PUAD-607 Economics and Politics of Public Policy (3)
- PUAD-630 Public Managerial Economics (3)
- PUAD-631 Financing Government Services (3)

### Area of concentration

- At least 12 credit hours in an area of concentration  
 Areas include: budgets, markets, regulatory policy, crime, public law, and policy; international development; policy leadership in public and non-profit organizations; science, technology, and environmental policy; social policy; and women, public policy, and political leadership.

A list of approved courses for each concentration is available in the Department of Public Administration and Policy. With approval, students may choose other areas of concentration. The courses for the area of concentration must complement one another and lead to an advanced level of study. Students about to begin their careers may substitute a faculty-supervised internship or co-op with a seminar that relates on-the-job experience to current public policy issues

for an area of concentration course. Areas of concentration not listed and exceptions to take courses from more than one area must be approved in advance by the department chair.

## M.S. in Organization Development

The AU/NTL M.S. in Organization Development is a unique partnership between American University and the NTL Institute for Applied Behavioral Science. This non-traditional program is well suited for individuals who intend to become scholar-practitioners. Graduates acquire knowledge and skills in organizational development (OD) theory, research, strategy, methodology, and facilitation skills. They apply these competencies as consultants and leaders in the public, private, NGO, and non-profit sectors. The program emphasizes action research, experiential learning, and self-awareness in facilitating complex organizational change in global, multicultural contexts. Students acquire proficiency in the core competencies of OD as recommended by the Academy of Management. Classes are designed for the full-time employed adult learner, and generally meet for two 3-day weekends separated by three to four weeks. Students matriculate through the entire program as members of a cohort.

Through a collaboration between the AU/NTL program and the National Labor College (NLC) to provide professional education and development opportunities to sponsored members of organized labor unions, two graduate certificates are offered, Fundamentals of Organization Development and Advanced Organization Development, which comprise the required course work for the M.S. in Organization Development. Students in this program may either complete one or both of the certificates in nondegree status, or apply for admission to the M.S. in Organization Development no later than completion of the first certificate, and if accepted, count the 18 credit hours of the completed certificate course work toward the degree requirements.

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must possess two years of relevant professional experience in organization development, human resource development, or related fields, or for students in the AU/NTL/NLC program, professional experience in labor management relations. Exceptions may be made for highly qualified applicants with many years of service and a record of exceptional accomplishment. Such candidates are admitted provisionally, and after completing four courses with a grade point average of 3.00 or higher, may be advanced to full standing.

### Degree Requirements

- 39 credit hours of approved graduate work
- The research requirement is satisfied by completing two of the following courses with grades of B or better:  
 PUAD-641 Methods of Problem Solving (3)  
 PUAD-642 Organization Dynamics (3)  
 PUAD-646 Consultation Skills (3)

- PUAD-677 Introduction to Organization Development (3)
- Written comprehensive examination
- Students must take a human interaction laboratory from the NTL Institute on group and personal interaction

#### **Course Requirements**

- PUAD-640 Leadership (3)
- PUAD-641 Methods of Problem Solving (3)
- PUAD-642 Organization Dynamics (3)
- PUAD-644 Interventions in Organization Development (3)
- PUAD-646 Consultation Skills (3)
- PUAD-648 Group Theory and Facilitation (3)
- PUAD-649 Studies in Human Resource Management  
Diversity in Organizations (3)  
Team Dynamics (3)
- PUAD-653 The Individual and the Organization (3)
- PUAD-674 Practicum Research Project (1.5) taken twice for a total of 3 credit hours
- PUAD-675 Organizational Analysis and Strategies (3)
- PUAD-677 Introduction to Organizational Development (3)
- PUAD-679 Studies in Human Resource Development  
Use of Self (3)

### **AU/NTL/NLC Graduate Certificates**

Offered in partnership by the AU/NTL program and the National Labor College (NLC) to provide professional education and development opportunities, the following certificates are available to sponsored members of organized labor unions. Classes are held at the George Meany Center for Labor Studies in Silver Spring, MD. Students in this program may also apply to the M.S. Organization Development.

### **Graduate Certificate in Fundamentals of Organization Development**

#### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution who are employees of organized labor unions.

#### **Certificate Requirements**

- 18 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in

four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

#### **Course Requirements**

- PUAD-642 Organization Dynamics (3)
- PUAD-646 Consultation Skills (3)
- PUAD-649 Studies in Human Resource Management  
Team Dynamics (3)
- PUAD-653 The Individual and the Organization (3)
- PUAD-675 Organizational Analysis and Strategies (3)
- PUAD-677 Introduction to Organizational Development (3)

### **Graduate Certificate in Advanced Organization Development**

#### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution who are employees of organized labor unions and have completed the Graduate Certificate in Fundamentals of Organization Development.

#### **Certificate Requirements**

- 21 credit hours of approved course work with at least 9 credit hours at the 600-level or above with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

#### **Course Requirements**

- PUAD-640 Leadership (3)
- PUAD-641 Methods of Problem Solving (3)
- PUAD-644 Interventions in Organization Development (3)
- PUAD-648 Group Theory and Facilitation (3)
- PUAD-649 Studies in Human Resource Management  
Diversity in Organizations (3)
- PUAD-674 Practicum Research Project (1.5) taken twice for a total of 3 credit hours
- PUAD-679 Studies in Human Resource Development  
Use of Self (3)

## **Ph.D. in Public Administration**

The mission of the Ph.D. program is to produce scholars who do original research that is theoretically important, methodologically sound, and socially relevant. The school expects that most of these scholars-in-training will pursue academic careers, although some may become research specialists outside of academic institutions. To that end, the faculty also prepare doctoral students to teach.

### **Admission to the Program**

Applicants are considered and admitted for the fall semester only. February 1 is the deadline for application for admission. All applicants must submit scores from the verbal and quantitative sections of the Graduate Record Examination (GRE). The normal minimum for consideration is a grade point average of 3.20 (on a 4.00 scale) in all previous academic work. Preference will be given to applicants for full-time study, although highly qualified students may be admitted for part-time study.

### **Major Fields**

Public Administration, American Politics, Comparative Politics, Justice, Law and Society, and Policy Analysis

### **Degree Requirements**

- 72 hours of approved graduate work is required for students entering the program with a bachelor's degree; a minimum of 48 hours is required of students who have completed an approved master's degree.
- Advancement to candidacy is accomplished by successfully completing a written qualifying examination on the major field at the end of the second semester of study.
- Students take written comprehensive examinations in Public Administration and any one of the remaining major areas. They master the subject matter of a third area through formal course work. Following completion of the written examinations, all students take an oral examination on their entire program of study before a committee of faculty members, and defend their dissertation proposal.

The remaining major field areas include American politics, comparative politics, policy analysis, justice, law and society, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Methods is offered only as a third, non-comprehensive field. Two of the three major field areas must be offered by the School of Public Affairs. Under special circumstances, students may take a field outside American University, subject to the approval of the SPA director of doctoral programs.

- The Ph.D. is fundamentally a research degree. Understanding scientific inquiry and correctly using research techniques require extensive preparation. All students in the program take three courses designed to help doctoral students comprehend the nature of science and master tools of research (see Course Requirements, below).

- Each student selects a research specialization in which he or she will complete an original project under the direction of program faculty and write a dissertation. Students may choose research projects within one of the major areas or they may select a research specialization from one of the other graduate fields within the school.

Each student prepares a research proposal for the dissertation project. It is the responsibility of the student to secure the agreement of a School of Public Affairs full-time tenured or tenure-track faculty member to serve as the chair of the dissertation committee. One of the two other members of the committee may be from outside the School of Public Affairs. Each student must publicly defend the research proposal before the dissertation committee and other interested faculty. The committee and the SPA director of doctoral programs (acting for the dean) must approve the defense and the research proposal. The topic covered by the proposal must be related to ongoing research or publications of the supervising faculty. As work on the dissertation project progresses, students register for 6–12 credit hours of directed study. Substantive course work may be used as part of this requirement where it contributes directly to the research specialization and is specifically recommended by the dissertation chair.

Upon completion of the research and the written dissertation, the candidate submits his or her manuscript to the dissertation committee for review. If the committee members approve the manuscript, the candidate must complete an oral defense of the dissertation and the general field in which it lies before the committee and other interested faculty. The committee determines conclusively at this point whether the dissertation and examination are acceptable.

The dissertation must consist of high quality original research directly relevant to the student's doctoral program. A dissertation proposal may be rejected if the topic does not address a major research issue in political science or public administration, the research design is inadequate, the methodology is inappropriate, or because no full-time tenured or tenure-track faculty member in the School of Public Affairs is academically competent or available to supervise the project. If the candidate fails to maintain satisfactory progress toward completion of the dissertation, his or her candidacy may be terminated.

### **Course Requirements**

- PUAD-710 Seminar in Public Administration (3)
- Additional advanced courses in public administration, proseminars and additional advanced courses in the two remaining major field areas, including American politics, comparative politics, justice, law and society, policy analysis, methods, and any Ph.D. field offered at American University, subject to the approval of the SPA director of doctoral programs. Proseminars are selected from  
GOVT-710 Seminar in American Politics (3)  
GOVT-720 Seminar in Policy Analysis (3)

GOVT-730 Seminar in Comparative Politics (3)

JLS-710 Seminar in Justice, Law and Society (3)

Three courses in research design and methodology:

- GOVT-612 Conduct of Inquiry I (3)
- GOVT-613 Conduct of Inquiry II (3)
- GOVT-614 Research in Political and Administrative Behavior (3) or  
GOVT-615 Qualitative Research Methods (3) or  
GOVT-704 Approaches to Political Understanding
- GOVT-799 Doctoral Dissertation Seminar (6-12)

## **Graduate Certificate in Organizational Change**

---

### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better.

Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- PUAD-650 Leadership in a Changing Workplace (3)
- PUAD-654 Organizational Diagnosis and Change (3)
- PUAD-656 Managing Diversity (3)
- PUAD-658 Managing Conflict (3)
- PUAD-652 Facilitation and Team Development (3) or  
PUAD-653 The Individual and the Organization (3)  
course substitutions may be made with approval of the department

## **Graduate Certificate in Public Policy Analysis**

---

This certificate provides students with a fundamental understanding of the tools necessary to conduct public policy analysis, including formal program evaluation, benefit-cost analysis, multivariate regression, and the criteria to assessing the need for government intervention.

### **Certificate Requirements**

- 15-18 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better.

Students with recent course work in basic statistics may waive PUAD-601 by taking a short examination, all others must take the six course listed below for a total of 18 credit hours. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

- PUAD-601 Methods of Problem Solving I (3)
- PUAD-602 Methods of Problem Solving II (3)
- PUAD-603 Policy Formation and Implementation (3)
- PUAD-604 Public Program Evaluation (3)
- PUAD-606 Foundations of Policy Analysis (3)
- PUAD-607 Economics and Politics of Public Policy (3)

## **Graduate Certificate in Public Financial Management**

---

This certificate program is designed for government employees interested in expanding their knowledge and practical skills in public financial management. The main objective of the program is to provide students with a working knowledge of basic financial management techniques that are relevant to public sector financial operations.

### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution.

### **Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better.
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

#### **Course Requirements**

- PUAD-601 Methods of Problem Solving 1 (3)
- PUAD-610 Management Analysis (3)
- PUAD-631 Financing Government Services (3) *or*  
PUAD-636 Strategic Fiscal Planning (3)
- PUAD-632 Budget and Cost Analysis (3)
- PUAD-633 Financial Aspects of Public Management (3)  
course substitutions may be made with approval of the department

### **Graduate Certificate in Public Management**

---

#### **Admission to the Program**

Open to students with a bachelor's degree from an accredited institution.

#### **Certificate Requirements**

- 15 credit hours of approved course work with at least 6 credit hours at the 600-level or above with grades of C or better.  
Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate

courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

#### **Course Requirements**

- A minimum of four courses from the following:  
PUAD-604 Public Program Evaluation (3)  
PUAD-611 Government and Non-Profit Informatics (3)  
PUAD-615 Public-Private Partnerships (3)  
PUAD-617 Project Management (3)  
PUAD-632 Budget and Cost Analysis (3) *or*  
PUAD-633 Financial Aspects of Public Management (3)  
PUAD-652 Facilitation and Team Development (3)  
PUAD-665 Human Resource Management Strategies (3)
- One area specific management course from the following:  
PUAD-613 Administration of International Programs (3)  
PUAD-614 Development Management (3)  
PUAD-681 Managing Nonprofit Organizations (3)  
PUAD-687 Urban Management (3)  
other approved course course substitutions may be made with approval of the department

# Washington College of Law

**Dean** Claudio M. Grossman

**Associate Deans for Faculty and Academic Affairs**

Mark Niles

Andrew D. Pike

**Associate Dean for Development and Alumni Relations**

Trishana E. Bowden

**Associate Dean for Student Affairs** David B. Jaffe

**Assistant Dean For Finance and Administration**

Khalid Khalid

**Assistant Dean for Academic Services and Registrar**

Rebecca Davis

Founded in 1896, the Washington College of Law (WCL) of American University combines a rigorous and challenging atmosphere for legal studies with a highly personal approach to teaching. WCL was established as a coeducational school to ensure that women, as well as men, would have the opportunity to study law. The school's origins underlie the faculty and administration's special interest in the future of women in the law and have led to a long tradition of providing full access to the study of law to those who have been excluded from the mainstream of the profession.

The Washington College of Law became a professional division of American University in 1949 and is fully accredited. It is a member of the Association of American Law Schools and is approved by the American Bar Association. The school meets the requirements for preparation for the bar in all states and carries the certification of the United States District Court for the District of Columbia, as well as the New York State Department of Education.

The focus of the curriculum is on the methodology, practical skills, and theories fundamental to the practice of law. This is carried out through a wide range of traditional course offerings, supplemented by an extensive clinical program, simulation courses, and an international law program. These educational offerings are complemented by the vast legal network of federal agencies, courts, regulatory commissions, international organizations, and law firms present in Washington.

## Academic Programs

The academic program leading to the Juris Doctor (J.D.) degree is designed to allow students to develop special skills in public law, business and commercial law, international law, property and land use, and related fields. In addition to the J.D. program, Washington College of Law offers the Master of Laws (LL.M.) in International Legal Studies and in Law and Government, and the Doctor of Juridical Science (S.J.D.). The LL.M. program in International Legal Studies permits specialization in one of five areas: international trade and banking, international environmental law, gender and the law, international protection of human rights, and international organizations. The LL.M. program in Law and Government allows graduate studies in administrative law as well as a wide range of regulatory areas.

WCL also participates in dual degree programs with other American University schools which offer students the opportunity to receive both a J.D. from the Washington College of Law and a master's degree in International Affairs (with the School of International Service), Justice, Law and Society (with the School of Public Affairs), or Business Administration (with the Kogod School of Business). A dual degree LL.M./M.B.A. program is also available.

American University's law school has a strong national and international substantive focus, offering a broad range of courses in addition to the basic program necessary for state bar examinations. Clinical programs involve students in providing representation, under close faculty supervision, of clients with pending legal problems. Students have responsibility for every phase of cases, from the initial client interview through the trial or appeal. The programs include: the Criminal Justice Clinic, in which students spend a semester prosecuting and a semester defending criminal cases; the Women and the Law Clinic, in which students represent indigent women in family law cases and through which six students participate in a special program in domestic violence; the Community and Economic Development Clinic, in which students represent under-represented clients through a variety of advocacy strategies; the Civil Practice Clinic, which involves representation of low-income residents of the District of Columbia with a wide range of civil legal problems; the International Human Rights Clinic, in which students handle both domestic and international cases with human rights dimensions; and the Tax Clinic, which provides students with

experience in federal tax practice before the Internal Revenue Service and the U.S. Tax Court.

Beyond the classroom, clinical programs, and supervised externships and field placements at federal, state, and local agencies, courts, and legislatures, academic offerings are enriched by an extensive independent study program allowing for intensive faculty-student work on complex legal research projects. In addition, the *American University Law Review*, the *American University International Law Review*, *Administrative Law Review*, and *Journal of Gender and the Law* provide opportunities for students to develop expertise in traditional legal writing and research.

The basic first-year classes are taught using case analysis and dialogue as well as the problem method. First-year students take an intensive course in legal research and writing taught by attorneys from leading law firms or government agencies. Upper-class courses are mostly elective and include a wide variety of teaching styles and formats.

#### Law Library

The Law Library holds more than 550,000 volumes, including more than 6,700 serial subscriptions. There is access to databases through Lexis-Nexis, WestLaw, Hein On Line, Loislaw, World Cat, OCLC, and many other CD-ROM and Internet sources. All these holdings and databases can be searched through the Law Library's catalog, LEAGLE, and its web site, <http://library.wcl.american.edu/>. The library has recently added access to their electronic titles through TD Net and offers services to faculty including SSRN and ExpressO.

The web site also provides links to the web sites and catalogs of thousands of other libraries worldwide, including the Library of Congress, the libraries of all members of the Washington Research Library Consortium (WRLC) and the libraries of all other area law schools.

The Law Library's special collections include depositories of U.S. and European Union documents; the Goodman Collection of Rare Law Books; the Richard Baxter Collection in International Law; a collection of litigation documents, including transcripts from the Iran Contra Controversy of the late 1980s; the archives of the former National Bankruptcy Review Commission; and the only existing complete archive of the former Administrative Conference of the United States.

#### Legal Study in Washington, D. C.

The Washington College of Law is located in the northwest section of the city a short distance from Congress, the Supreme Court, the United States District Court and Court of Appeals, and the Maryland, Virginia, and District of Columbia courts.

Washington, D.C. is the center of all federal regulatory process, and is the principal home of every major federal agency, such as the Securities and Exchange Commission, the Federal Communications Commission, the Internal Revenue Service, and the Federal Trade Commission. Washington is also the base for cabinet-level departments such as the Department of Energy, the Department of Education, the Department of Justice, and other agencies which perform functions critical to the federal system and contribute to an environment for legal education unparalleled outside this city. Judicial, executive, and legislative internships form an integral part of the legal education of many WCL students.

In addition, Washington is the seat of the world's principal intergovernmental financial institutions, including the World Bank, the International Monetary Fund, and the Inter-American Development Bank. Also located in Washington are the Organization of American States and the International Telecommunications Satellite Organization. Private or nongovernmental organizations, among them Amnesty International and the International Human Rights Law Group, have offices in Washington, and a majority of the world's leading international law firms can be found here.

Taking advantage of this natural setting for legal study and work, WCL offers many unique courses taught by its full-time faculty and by specialists who are members of the adjunct faculty. Field components are available in various courts and government agencies, and are carefully supervised by faculty members and designated field supervisors. For second- and third-year students interested in part-time law-related jobs, the Career Services Office coordinates requests for law student employment from law firms, corporations, courts, and government agencies. Further, the law school offers a unique training program in federal regulatory process which has a separate lecture faculty of top-level officials from the government and private sector.

For information regarding Washington College of Law admissions, financial aid, or programs:

Admissions Office

Washington College of Law  
4801 Massachusetts Ave. N.W.  
Washington, D.C. 20016-8085

phone: 202-274-4101

on-line: [www.wcl.american.edu](http://www.wcl.american.edu)

# Washington Semester Program

Established in 1947, the Washington Semester Program offers programs of study for which Washington D.C. provides a unique perspective. More than 200 colleges and universities are associated with the program and each semester over 400 students from across the country and around the world come to American University for programs that feature seminars with key figures in the field. Students undertake an internship and complete either an intensive research project or an elective from regular university course offerings. International students enrolled in universities outside the United States may study for a semester or a year in any of the Washington Semester programs on a noncredit basis.

For more information on Washington Semester programs, call 202-895-4900 or 800-424-2600, e-mail: [washingtonsemester@american.edu](mailto:washingtonsemester@american.edu) or go to: [www.american.edu/washingtonsemester](http://www.american.edu/washingtonsemester).

## Washington Semester in Gender and Politics

This unique program gives an inside look at important policy questions that effect the quality of life for everyone. Each week, issues such as sex discrimination, pornography, and health care are discussed with some of the most influential policy makers in Washington, including members of Congress, journalists, political consultants, members of the executive branch, and international non-profits. In addition, students participate in a wide variety of assignments, including a campaign simulation and a mock Supreme Court case. Through internships students gain a wealth of experience by working in the city that is synonymous with public policy. To round out the semester, students can conduct a research project on the topic of their choice or take electives offered by the Women and Politics Institute.

## Washington Semester in International Business and Trade

Washington, D.C. is the ideal laboratory for studying international business and trade. The first part of the program explores major issues such as export/import procedures, foreign investment, and political risk analysis, while the latter part of the semester analyzes specific business opportunities in the Middle East, Latin America, Eastern Europe, and the Pacific Rim. See the Kogod School of Business for admission and course requirements.

## Washington Semester in International Environment and Development

In this semester students combine hands-on experience on two continents by spending thirteen weeks in Washington D.C. and three weeks in Africa (fall semester) or Costa Rica (spring semester) focusing upon global environmental preservation and sustainable development. In Washington, students study the policy-making process, U.S. international assistance policy, and such issues as the role of women in development, conservation financing, and the merits of voluntary action and micro-enterprise support. Students then investigate the implementation of these policies in the field in Africa or Costa Rica. See the School of International Service for admission and course requirements.

## Washington Semester in International Politics and Foreign Policy

Originated as the Washington International Semester in the fall of 1970, the International Politics and Foreign Policy Semester is taught by faculty from the School of International Service. The semester provides students with an opportunity to observe and study the manifold governmental, international, and private activities which contribute to the United States' position in world affairs. See the School of International Service for admission and course requirements.

## **Washington Semester in Journalism**

An up-close and personal look at the institutions, individuals, content, forms, and methods of Washington journalism. The semester provides an opportunity to study broadcast and print media, news reporting, and the principles, ethics, and issues of American journalism. Informal and interactive seminars are held with national and local reporters, editors, public policy makers, public relations executives, lobbyists, press secretaries, and film makers. See the School of Communication for admission and course requirements. *Note:* This program is not open to American University communication majors.

## **Washington Semester in Justice**

This program provides a realistic picture of the processes of the justice system. The program focuses on the interrelationships of the institutions operating in the criminal justice system (law enforcement, courts, corrections); the various occupational specialties; the problems of civil justice systems; the role of research; and the local, national, and international levels of the justice system. See the Department of Justice, Law and Society for admission and course requirements.

## **Washington Semester in Peace and Conflict Resolution**

The goal of this program is to allow students to participate in building a global society based on peace, freedom, justice, and a diminished level of violence. Taught by faculty from the School of International Service, the semester includes conflict-resolution theory, history, and methodologies. Students are also introduced to the skills needed for nonviolent, nonexploitative conflict resolution. The semester is designed to broaden students' understanding of the forces that move a society—either toward a heightened level of violence and exploitation or toward positive social change. See the School of International Service for admission and course requirements.

## **Washington Semester in Transforming Communities**

The Washington Semester in Transforming Communities fosters the ideal of "think globally, act locally" by providing students with the knowledge and tools to take community service to a new level. Washington, D.C., serves as a distinctive learning laboratory for exploring how grassroots action, government opportunities, and creative programs can strengthen and rebuild communities. Students meet with activists, policy makers, and other leaders in the field. The program is open to students from American University and affiliated institutions. Students earn

undergraduate credit in either government or justice, law and society that may be applied toward the requirements for a bachelor's degree. See either the Department of Government or the Department of Justice, Law and Society for admission and course requirements.

## **Washington Semester in American Politics**

As an in-depth look at how government works in the United States, this program covers the American national government and political system as a whole, including Congress, the executive branch, political parties and interest groups, the courts, and the media. Seminars are held with public officials, political figures, lobbyists, think-tank scholars, and members of the media. Students may also focus on public law and meet with key political and legal players. The program is taught by members of the faculty of the School of Public Affairs. See the Department of Government for admission and course requirements.

## **Washington Semester in Economic Policy**

This program is an intensive examination of economic policy making in Washington D.C. and the role of international economic activities in U.S. policy. Students explore domestic economic policy including macroeconomics (fiscal and monetary), microeconomics (labor and employment), and the relationship between domestic banks and the Federal Reserve Board. On-site visits include the World Bank, and International Monetary Fund, Department of the Treasury, and embassies. See the Department of Economics for admission and course requirements.

## **Washington Summer Internship**

Students from colleges and universities across the United States and from around the world are offered the opportunity to gain career-related, on-the-job experience through working and learning in the nation's capital. Students intern with a professional or government office four and a half days a week and attend an academic seminar the other half day per week in conjunction with the work experience. American University students should consult their academic departments concerning summer internship opportunities.

# AU Abroad/Abroad at AU

AU Abroad offers the opportunity for students to study abroad and gain full American University course credit. All students are encouraged to learn and work in another culture. AU Abroad programs, most of which include internship opportunities, are offered in Beijing, Berlin, Brussels, London, Madrid, Paris, Prague, Rome, Santiago, and Nairobi, Kenya. In addition, through the AU Abroad Partner program students may spend a semester or year at prestigious universities across the globe, including Canada, Mexico, England, Scotland, Ireland, France, Poland, Netherlands, Argentina, Australia, New Zealand, Korea, Israel, Egypt, Lebanon, and Sharjah, U.A.E. International study tours led by faculty members are offered during semester breaks and summer sessions. For more information on AU Abroad programs, call 202-895-4830 or 866-313-0757, e-mail [aubroad@american.edu](mailto:aubroad@american.edu) or go to: [www.aubroad.american.edu](http://www.aubroad.american.edu).

## Belgium: Brussels

American University's European Union Semester in Brussels combines theory with practical experience in the political center of the European Union. Located in the heart of Western Europe, Brussels plays host to some of the most important organizations in the world, including the European Union (EU), the North Atlantic Treaty Organization (NATO), and hundreds of other international and private organizations.

Classes are held in English at the Brussels campus of the Université Catholique de Louvain, where more than 5,000 European students study. In unique seminar classes and internships, students meet with practitioners and policy makers from the EU, NATO, and the international community of Brussels to share their insider perspectives on how the EU is shaping Europe politically and economically. Brussels possesses all the treasures of a timeless European city with museums, special exhibitions, and cultural events that enrich its international character. Living in Brussels, students can take advantage of its central location and travel by train, with France, Germany, the Netherlands, Luxembourg, and the North Sea only an hour and a half away. During several short excursions and a 10-day academic field trip, students visit other European cities such as Antwerp, Luxembourg, Berlin, Prague, Budapest, Bucharest, or Istanbul to learn how the countries of the EU and the United States are re-

sponding to political and economic changes in Eastern and central Europe.

The Brussels Semester is offered every fall and spring. The program's housing coordinator arranges accommodations to match students with a host family. A full-time resident director, with knowledge of and experience in Brussels, supervises the program. While there is no required course prerequisite for the Brussels EU program, prior study of economics is strongly encouraged.

## Chile: Santiago

The Semester in Santiago, offered every spring, provides a living laboratory for academic study in this new political and social reality. Consider the challenges that face the country politically, economically, and socially through internships and guest lecturers, both in class and through travel with the program. Business and community leaders speak to the class from a wide range of views about Chile's developing infrastructure, the social mores and attitudes of the Chilean people, and the roles of the church, family, and social institutions. Beginning with a language and cultural orientation program, Santiago program participants spend their first few days becoming acquainted with the host culture and reviewing survival Spanish. Tours of the city, the university, and local attractions provide an opportunity to become familiar with Santiago and other program participants before students join their host families. Academic study trips and excursions take students beyond the city limits to experience more of South America. Internships give students the opportunity to explore the work environment in Santiago and to gain insight into the non-governmental sectors of Chile.

Students are required to have completed two years of college-level Spanish (or the equivalent) prior to attending the Santiago program. Homestays give students the opportunity to live with a Chilean family. A full-time resident director with vast knowledge of and experience in Santiago supervises the program.

## Chile: Andes to the Rainforests

Through exciting field observation in the region, intensive seminars, and hands-on internships, the Andes to the Rainforests: Chile, Peru, and Brazil program contrasts ancient traditions with modern civilizations, examining their inherent

tensions and interrelationships within South America and around the globe. Through a homestay experience in Santiago, students learn about the customs of Chile and make significant gains in Spanish language fluency.

Chile provides a stimulating environment in which to study the emerging political and social realities in Latin America. Students are exposed to the creative strategies that the country's leaders are developing to keep their economy stable in the midst of a region undergoing serious economic and political upheaval. The capital, Santiago, is a city of five million which is bordered by the spectacular Andes Mountains to the east and the Pacific Ocean to the west. On field trips to Brazil, Peru, and Southern Chile, students travel together with their professors who guide them in experiencing many of the issues discussed in class. The field trip to Brazil, the eighth-largest world economy, explores three culturally diverse areas, Rio de Janeiro, Brasilia, and Salvador da Bahia. In Lima, Peru students encounter a bustling urban capital that retains its historic colonial identity. Beyond the capital, students visit Cuzco, the hub of the ancient Incan Empire. A notable archeological site in its own right, Cuzco also serves as the gateway to the mysteries of Machu Picchu.

The Andes to the Rainforests program is offered every fall semester. Students are required to have completed two years of college-level Spanish (or the equivalent).

## **China: Beijing**

Beijing is a blend of three cities—a city of national treasures, monuments, and parks from the imperial era to the present; a city of political and administrative centers; and a city of dynamism with modern building projects, cultural events, and more than 10 million people. In classes at China's premier institution of higher learning, Beijing University, students have the opportunity to see why Beijing stands apart in its history, grandeur, and quest for change. Students take a two-week field trip to southern China, including Hong Kong, to explore economic development and the gap between urban and rural areas, the changes taking place to the one country/two systems policy, and Hong Kong's role in Asian economic development. Visits to Shanghai, Shenzhen, and Hong Kong include lectures on China's economic development by both academics and business leaders; Guilin, Chengdu, and inner-Mongolia increase students' understanding of ethnic minorities; while Xi'an and its famed terracotta army as well as Pingyao, the preeminent preserved ancient city, reinforce studies of history.

The semester in Beijing and Hong Kong is offered every fall. Students live in on-campus residence halls at Beijing University. A full-time resident director oversees the course work, internship, and cultural activities. While there is no Chinese language prerequisite for the Beijing semester, study of Mandarin Chinese prior to participation in the program is strongly encouraged.

## **Cuba: Havana**

Havana is the vibrant cultural center of Cuba, where its inhabitants are surrounded by music, artwork, and colonial architecture. The AU Abroad Havana program, offered in the spring semester, is administered jointly by American University and the University of Havana. The University of Havana was founded in 1728, and is the premier university in Cuba. A small select group of students take a specially-designed curriculum of courses at the University of Havana. Students are required to study Spanish through their stay while the remaining courses may be taught in English. Qualified students may opt to take a regular university course taught in Spanish.

AU Abroad program students have the opportunity to participate in the cultural excursions and activities planned by the University of Havana especially for visiting international students. Additionally, weekly group meetings will be held for focus discussions on various aspects of Cuban life, culture, and history. Once oriented to the city and the language, students are able to travel to historical and cultural sites or events independently or in small groups.

Students are housed in a modest hotel during their stay in Cuba. Centrally located in Vedado, students are in close proximity to the University of Havana, and to a major commercial area of the city.

## **Czech Republic: Prague**

Students experience the Czech Republic's new-found freedom and resurgence of creative energy. In this program offered fall and spring semesters, students may choose from courses taught in English at Charles University, or the film or photography curriculum at the Prague Film Academy (FAMU). Both universities are renowned for their faculty and academic programs. The required core seminar course allows students to meet leaders who brought about social and economic change. While the program is in English, students also study the Czech language and have the opportunity to intern. Academic field trips provide travel through varying parts of eastern Europe.

## **England: London**

Offered every fall and spring semester, the London program gives students the opportunity to explore British civilization and culture. Courses include British politics, justice and law, history, theater, and media. Internships offer valuable experience in government and politics, public relations, international business, the arts, non-profits, education, media, or law. Students take academic excursions to Ireland, Bath, Stratford-upon-Avon, and Oxford or Cambridge.

From classes in British politics, history, and theatre to field trips, an internship, and accommodation in a central London flat, the semester in London gives students a chance to experience nearly every aspect of culture and society in Britain. British faculty, advisers, and guest speakers teach, guide, and provide a deeper understanding of Britain's political, economic, and social fabric.

## **France: Paris**

The Semester in Paris is offered every spring semester. The program's administrative offices in Paris are located in the lively and historic Bastille area. The on-site staff organizes excursions, including at least two weekend trips outside of Paris, helps plan courses, and assists with student advising. In order to understand contemporary French life and culture, students take a course taught in English at the beginning of the semester which provides a broad chronological overview of French and Parisian history, enhanced by weekly on-site lectures at monuments corresponding to each period. Students enhance their speaking, reading, and writing French language skills through the Sorbonne's unique French language and civilization program for international students. For students with a high level of French language skills, additional conference courses in French civilization and culture are offered each semester. Students with a working knowledge of French may be able to intern at such places as a multinational corporation, trade association, or media organization. Students live with a family to enhance French language development and to experience the life and customs of the French people.

## **Germany: Berlin**

The meeting of East and West in post-Cold War Europe constitutes the main underlying theme of the Berlin program. In addition, attention is given to the Nazi and communist legacies of the past. Based in Germany's capital, the Berlin program gives students an understanding a country and city that are steadily growing in importance in a changing world. At the prestigious Freie Universität-Berlin on the city's west side, students can increase their language skills and gain work experience through an internship. As residents of Berlin, they become part of the city's vivacious swirl of people and culture with abundant night life, restaurants, and shopping plazas; a rich variety of museums, opera houses, concert halls, cinemas, and theaters; a diverse contemporary music scene; and nearby forests and lakes in this unusually "green" city. Trips to nearby cities in Germany and Central Europe provide insight into the historical foundation and dynamics of post-communist transformation in Europe. A series of academic field trips normally includes visits to Prague, Vienna, Weimar, Frankfurt, Potsdam, Krakow, and Dresden. In addition, visits are made to the sites of two Nazi-era concentration camps: Auschwitz-Birkenau and Buchenwald.

The semester in Berlin is offered every fall. Students can choose from either a homestay to learn firsthand about German culture and enjoy increased exposure to the German language, or a fully-furnished studio apartment. A full-time academic director supervises the program. All classes in the program are taught by the academic director and German faculty, with academic oversight by American University. While there is no German language prerequisite for the Berlin semester, students must be proficient to fluent in German if they wish to have an internship.

## **Italy: Rome**

Offered every fall and spring term, students take courses at John Cabot University (JCU), located in the Trastevere neighborhood of Rome. Students have a range of courses offered, from business to philosophy, and from psychology to art history, which include guest lecturers, on-site classes, and discussion. During the semester they travel with staff and/or faculty on academic trips to destinations including Siena, Venice, and Pompeii, to study and observe the art, architecture, and history of each city. Students experience Italian culture while living in apartments with other students. While there is no Italian language prerequisite for the Rome semester, students must be fluent in Italian if they wish to have an internship.

## **Kenya: Nairobi**

Each fall and spring AU Abroad offers a unique program based in Nairobi, Kenya focusing on issues in international development. This program combines a multidisciplinary approach to African studies with an intensive service internship in a community-based service organization. All students take part in an orientation program and a core course taught by a Kenyan specialist in history, politics and international relations and select the rest of their academic program from a wide variety of courses offered at the U.S. International University (USIU) in Nairobi. With a student body of approximately 2,300 students from over 45 nations, USIU is the largest private, secular university in East Africa.

Students must have completed SIS 140/140G Cross-Cultural Communication, or an equivalent course. There is no language prerequisite for the program, but students will be required to take Kiswahili if they do not already have previous experience in the language.

## **Spain: Madrid**

With its rich blend of influences from Europe, the Mediterranean, and North Africa, Spain represents a variety of cultures unique to Europe. Together these cultures have created a modern society which is rapidly emerging as a force in the European Union while strengthening its ties with the Americas.

Offered every spring, American University's Semester in Madrid takes advantage of its location in the capital of Spain. In a two-part seminar, the program director and influential guest lecturers—including politicians, journalists, artists, and writers—discuss the political, economic, social, and cultural factors affecting contemporary Spain. Excursions to sites in and around Madrid expand on the topics covered by the seminar and students take lengthy field trips to Catalonia and Andalusia.

All courses are taught in Spanish. Students are required to have completed two years of college-level Spanish or the equivalent. Students with fluency in Spanish also have the option of enrolling in a course with Spanish students at a local university. For students with advanced language skills, internships provide a unique opportunity to work and interact with Spaniards. Students stay with a host family, learning firsthand about Spanish customs and improving their Spanish language ability.

## Spain: Madrid and the Mediterranean:

Covering history, philosophy, mythology, literature, politics, and the arts, the Mediterranean Semester gives students an interdisciplinary approach to understanding the major forces that shaped the area. Although the semester is based in Madrid, students travel extensively throughout the Mediterranean to sites in Turkey, Rome, and Greece, among others.

The Mediterranean program is offered every fall. All courses are taught in English. Students with high-level Spanish proficiency have the opportunity to examine the Spanish work environment and gain practical experience through an internship. The program is led by an AU resident director with vast knowledge of and experience in Spain. In Madrid, students live with a family to enhance their Spanish-language development and to experience the life and customs of the Spaniards.

## Abroad at AU

American University's Abroad at AU program welcomes students from around the world to study for a year or a semester in the capital of the United States. International students participating in Abroad at AU take two innovative courses designed especially for Abroad at AU: *What Is America?*, which delves beneath the stereotypes to come to a deeper understanding of American culture, economy, history, politics, and society, and *How Washington Works*, focusing on how the key political actors in Washington, including the president, Congress, Supreme Court, interest groups, the press, embassies, and international organizations conduct their business.

Participants in Abroad at AU are required to take one of these two courses each semester, supplemented by courses from the university's extensive offerings for undergraduate students, for a minimum of 12 credit hours per semester to qualify as a full-time student. Students successfully completing a semester or year in the Abroad at AU program will be awarded a Certificate in the American Experience. In addition, there is a noncredit option for students from partnership institutions.

## Undergraduate Certificate in the American Experience

---

### Admission to the Program

The certificate program is open to international students enrolled in the Abroad at AU program. Applicants must submit their official transcript along with a one page statement of purpose describing their objectives for participating in the program. For international students whose first language is not English, proficiency in English may be demonstrated by a score of at

least 550 (213 on the computer version) on the TOEFL; a score of 6.5 or higher on IELTS; a score of 530 or higher on the SAT Reasoning Test (Verbal); or a score of 970 or higher on the SAT II Subject Test (English Language Proficiency Test). Applicants who have completed two academic English writing courses at an American college or university with grades of C or better, or with grades of B or better from an AP-rated American college are exempt from submitting test scores.

### Certificate Requirements

- 12–24 credit hours of approved course work with grades of C or better.

Grades of C- or D in certificate program courses will not be accepted toward the fulfillment of certificate requirements although these grades will be included in the calculation of the cumulative grade point average. Students must have at least a 2.0 grade point average in certificate courses in order to be awarded a certificate. International students must enroll in a minimum of 12 credit hours each semester (except for summer).

### Course Requirements

- HIST-126 What is America? (3) (offered in the fall)
  - or*
  - a course from the following, or other approved course:  
AMST-140 Washington, D.C.: Life inside a Monument (3)  
AMST-334 Contemporary American Culture (3)  
HIST-205 American Encounters: 1492–1865  
HIST-206 The United States from Emancipation through World War II, 1865–1945  
HIST-207 The United States since 1945 (3)  
HIST-351 Era of the Revolution and Constitution (3)  
HIST-371 Ideology, Culture, and American Politics (3)
- GOVT-165 How Washington Works (3) (offered in the spring)
  - or*
  - a course from the following, or other approved course:  
GOVT-110 Politics in the United States  
GOVT-210 Political Power and American Public Policy  
GOVT-320 The Presidency (3)  
GOVT-321 Congress and Legislative Behavior (3)
- At least 6 additional credit hours each semester in elective courses relating to the American experience, or other courses approved by the student's advisor that are consistent with the student's course of study and overall educational objectives

# Course Descriptions

## **Business: Accounting and Taxation**

### **Undergraduate Courses**

**ACCT-240 Principles of Financial Accounting (3)** An introduction to the accounting profession, business entities, and all elements of basic financial statements. Introduces financial statements as a communications link between firms and their stakeholders, as a basis for assessing managerial performance, and as a basis for contracting. Usually offered every term. *Prerequisite:* 24 credit hours earned.

**ACCT-241 Principles of Managerial Accounting (3)** Students are introduced to cost measurement and analysis, budgeting, and performance evaluation. Focuses on how managers use accounting information as a basis for planning and controlling operations. Usually offered every term. *Prerequisite:* ACCT-240 with a grade of C or better.

**ACCT-301 The Law of Business (3)** Introduction to U.S. laws governing the conduct of business affairs. Examines sources of law, the framework of civil procedure, and the nature of legal analysis. Includes an introduction to law of contracts, law of torts, laws affecting business organization, laws regulating business activity, and laws affecting real property.

**ACCT-340 Financial Reporting Intermediate Accounting I (3)** The first of a two-course sequence on financial accounting and reporting. Provides a comprehensive overview of financial statements; considers issues involved in recognizing and measuring assets, equities, and income; introduces the rationale for accounting standards and techniques for researching existing standards; and applies these tools and techniques to accounting and reporting for revenues, receivables, inventories, and cost of sales. Usually offered every term. *Prerequisite:* ACCT-240 and ACCT-241 with grades of C or better, and upper-division standing.

**ACCT-341 Financial Reporting Intermediate Accounting II (3)** The second of a two-course sequence on financial accounting and reporting. Students use concepts and techniques developed in ACCT-340 to study a wide range of accounting issues including the accounting and reporting for fixed assets, intangibles, liabilities, and owners' equity; and the preparation and interpretation of the statement of cash flows. Usually offered every spring and summer. *Prerequisite:* ACCT-340 with a grade of C or better and upper-division standing.

**ACCT-345 Cost Accounting and Strategic Cost Management (3)** Provides an understanding of cost management concepts and the use of cost management to achieve organizational goals. How

management control systems for performance measurement, compensation, and allocation of decision rights interrelate, and how these systems contribute to the organizational architecture of the firm. Usually offered every fall. *Prerequisite:* ACCT-240 and ACCT-241 with grades of C or better and upper-division standing.

**ACCT-350 Modeling Business Processes for Accounting Information Systems (3)** Introduces accounting information systems as process-focused, enterprise-wide information systems. Includes events accounting, entity-relationship modeling, systems documentation tools, database systems, accounting software, and business process controls. Usually offered every spring. *Prerequisite:* ACCT-240 and ACCT-241 with grades of C or better and upper-division standing.

**ACCT-391 Internship in Accounting (1-6)** Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* ACCT-241 with a grade of C or better, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

**ACCT-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* ACCT-241 with a grade of C or better, upper-division standing, 9 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

**ACCT-443 Federal Income Taxation of Individuals and Businesses (3)** Introduction to federal income taxation of individuals, partnerships, and corporations, providing a broad overview of the importance of tax considerations in business decisions. Usually offered every fall. *Prerequisite:* upper-division standing.

**ACCT-444 Strategic Tax Planning for Business and Personal Financial Decisions (3)** Building on basic concepts from ACCT-443, this course introduces strategies for tax planning and research. Students apply these strategies to a number of important tax issues. Tax compliance issues are also considered. *Prerequisite:* ACCT-443 with a grade of C or better.

**ACCT-490 Independent Study Project in Accounting (1-3)** *Prerequisite:* ACCT-241 with a grade of C or better, upper-division standing, and permission of instructor, department chair, and associate dean.

### **Graduate and Advanced Undergraduate Courses**

**ACCT-502 Advanced Business Law (3)** Functions, form, and content of commercial paper, law of real and personal property, legal

bibliography; legal requirements of business; and case research. Usually offered every term.

**ACCT-547 Advanced Financial Reporting (3)** Provides in-depth coverage of accounting and reporting for business combinations and consolidated financial statements. Also covers accounting for partnerships, securities investments, and not-for-profit and government entities. Usually offered every spring. *Prerequisite:* ACCT-341.

**ACCT-549 Contemporary Assurance and Audit Services (3)** Introduces the role of the audit and assurance services in financial markets. Focuses on the ethical and legal obligations of audit professionals, practice standards, risk assessment and the evaluation of internal controls, audit evidence, levels of assurance, attestation requirements, and the impact of information technology on audit practice. Usually offered every spring. *Prerequisite:* ACCT-340 and senior standing, or graduate standing.

**ACCT-560 Governmental and Not-for-Profit Accounting (3)** Accounting and financial reporting concepts and standards applicable to local, state, and federal governments, and non-profit entities such as colleges and universities, health care entities, and voluntary health and welfare organizations. Emphasizes the nature of governmental organizations and their financial characteristics and differences in reporting standards from the private sector. Financial management and audit issues particular to non-profits are also discussed. *Prerequisite:* ACCT-340 and senior standing, or ACCT-607, or permission of department chair.

#### Graduate Courses

**ACCT-600 Ethics in Business and Accounting (1.5)** Examines contemporary ethical issues in business and in the accounting profession in relation to both classical and modern theories of moral philosophy. The AICPA Code is evaluated in contrast with ethical codes of other organizations and professions. Also includes analysis of domestic and international case studies.

**ACCT-602 Legal Environment of Professional Accounting (3)** A study of the legal environment of business with emphasis on aspects of business law of particular importance to professional accountants. Ethical, social, and political considerations as they affect business organizations and the practice of public accountancy are also emphasized. Usually offered every spring.

**ACCT-604 Tax Planning for Individuals and Business Enterprises (3)** A study of federal income tax laws relating to individuals, partnerships, and corporations. Detailed consideration to basic income tax concepts applicable to individuals, property and business transactions, corporations (including S Corporations) and their shareholders, partnerships, and limited liability companies. *Prerequisite:* ACCT-607 and permission of program director.

**ACCT-607 Accounting Concepts and Applications (3)** The use of accounting as a management tool, including the strengths and limitations of accounting as an information system. Financial and managerial aspects of accounting with focus on the underlying concepts of accounting, the role of accounting in management planning and control, and the usefulness of accounting data for evaluating the results of operations and decision making. Usually offered every term.

**ACCT-608 Cost Accounting (3)** This course, for students preparing for careers in accounting, management, management consulting, financial management, and financial analysis, introduces concepts and tools needed to understand and effectively use managerial accounting information to monitor and control costs, plan operations, and to mea-

sure, monitor, and motivate performance. Usually offered every spring. *Prerequisite:* ACCT-607.

**ACCT-623 Business Law (3)** An intensive introduction to the legal and ethical issues confronting the global business manager. The legal system, legal processes, and several areas of substantive commercial law relevant to the business manager, and developing recognition of legal and ethical issues and their managerial implications. Examines product liability, the administrative legal process of regulation, antitrust, and the contract as the fundamental legal instrument of global commercial relations.

**ACCT-630 Legislative and Judicial Foundations of Income Tax (3)** Legislative and judicial concepts common to all areas of income taxation. Emphasis on analysis of court decisions to trace the development of judicial doctrines. Subject areas include substance over form, characteristics of income, dispositions of assets, capital gains and losses, tax credits, limitations on business expenses and losses, and tax accounting principles. Usually offered every term. *Prerequisite:* admission to the graduate tax program or permission of program director.

**ACCT-631 Tax Research and Procedure (3)** Thorough analysis of techniques for performing sophisticated tax research including looseleaf services, treatises, IRS sources, and court decisions. Analysis of tax procedure including IRS organization; audit procedures; assessment, collection, and refund; limitations; penalties; and responsibility in tax practice. Emphasis on practical applications. Usually offered every term. *Prerequisite:* admission to the graduate tax program or permission of program director.

**ACCT-632 Estate and Gift Tax (3)** Detailed analysis of the federal estate and gift taxes and an overview of the income taxation of estates and trusts (Subchapter J). Usually offered every fall. *Prerequisite:* ACCT-630 or ACCT-631 or permission of program director.

**ACCT-641 Corporate Financial Reporting (3)** Application and use of financial accounting in a decision making framework. Emphasis is on corporate financial reporting strategies, preparation of financial statements, and interpretation of financial statements by external users. Issues related to income determination, valuation of assets, liabilities, and equities are examined. Usually offered every term. *Prerequisite:* ACCT-607.

**ACCT-650 Accounting Information Systems (3)** Concepts and techniques of analyzing, designing, and implementing accounting information systems. Evaluation of computer- and non-computer-based information systems for organizations of various kinds. Usually offered every fall. *Prerequisite:* ACCT-607 or permission of department chair.

**ACCT-670 International Accounting (3)** Basic concepts and technical issues in international accounting. A broad introduction to the international business dimension as a context for in-depth study of accounting in a multinational environment. Includes internationalization of accounting standards, currency translation problems, transfer pricing, and comparative practices in reporting. Usually offered every spring. *Prerequisite:* ACCT-607.

**ACCT-677 Financial Statement Analysis (1.5)** This course focuses on the use of financial statement information by investors and analysts as a basis for understanding a firm's current performance, assessing its future prospects, and valuing ownership and other claims. The organizing theme for the course is the use of accounting information for equity valuation, but attention is given to other applications such as credit analysis and the detection and resolution of financial

distress. Meets with FIN-677. Usually offered every term. *Prerequisite:* FIN-614.

**ACCT-685 Topics in Accounting (1.5-3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics examining critical issues in accounting practice, accounting theory and interdisciplinary perspectives. In-depth coverage of topics such as issues in financial accounting, management accounting, assurance services, or accounting information systems.

**ACCT-690 Independent Study Project in Accounting (1-6)** *Prerequisite:* permission of instructor, department chair, and associate dean.

**ACCT-691 Internship (1.5)** *Prerequisite:* permission of instructor and department chair. *Note:* may be taken pass/fail only.

**ACCT-725 Modern Management Control Systems (3)** Integration of managerial aspects of accounting, business, and the functions of decision making, planning and control. Consideration of both quantitative and behavioral dimensions of contemporary accounting and management control systems. *Prerequisite:* ACCT-607 or permission of instructor.

**ACCT-740 Taxation of Corporations (3)** Income taxation of C corporations and their shareholders including formation, capitalization, redemption, and liquidation rules. Emphasis on reorganizations, carryovers of tax attributes, multiple corporations, consolidated returns, and penalty taxes. Usually offered every spring and summer. *Prerequisite:* ACCT-630.

**ACCT-741 State and Local Taxation (3)** Examination of the constitutional and practical constraints on taxing jurisdiction of state and local governments; conformity with federal law, apportionment of income, multistate and multinational corporation problems, transaction taxes, property taxes, death and gift taxes. Detailed analysis of the Uniform Division of Income for Tax Purposes Act (UDITPA). *Prerequisite:* admission to the graduate tax program or permission of program director.

**ACCT-742 Special Tax Topics (1-3)** Topics vary by section, may be repeated for credit with different topic. Rotating specialized tax topics or analysis of current tax legislation. Topics include taxation of banks, insurance companies, security transactions, tax exempt organizations, cooperatives, or natural resources. *Prerequisite:* permission of program director.

**ACCT-743 International Taxation (3)** U.S. tax law related to investment by U.S. persons overseas and foreign persons in the United States. Includes the foreign tax credit, Subpart F, PFICs, FSCs transfer pricing, FIRPTA, section 911, and the role of tax treaties. Usually offered every summer. *Prerequisite:* ACCT-630.

**ACCT-745 Employee Benefit Tax Planning (3)** Analysis of income tax aspects of compensation benefits for employees at all levels and for self-employed persons. Detailed consideration of qualified pension and profit-sharing plans, individual retirement accounts, Keogh plans, statutory and nonstatutory stock options, and other fringe benefits (life insurance, medical plans, etc.). *Prerequisite:* ACCT-630.

**ACCT-746 Taxation of Real Estate Transactions (3)** Income tax aspects of acquiring, operating, and disposing of investment and personal real estate. Detailed consideration of deductions (including ACRS), conventional and creative financing techniques, foreclosures and repossession, subdivision, sale/leaseback transactions, tax-deferred exchanges, involuntary conversions, sale of a principal residence, and special problems of agricultural property. Usually of-

fered every summer. *Prerequisite:* ACCT-630 or permission of program director.

**ACCT-747 Taxation of Pass-Through Entities (3)** Income tax aspects of transfers to, distributions from, and operation of partnerships and S corporations. Consideration given to withdrawal or death of a partner, dissolution issues, sales and exchanges of partnership interests, special partnership allocations, and penalty taxes on S corporations. Usually offered every term. *Prerequisite:* ACCT-630.

**ACCT-750 Tax Policy (3)** Study of the economic, social, ethical, and political forces in the development of tax policy. Specifically addressed are alternative approaches to taxing income, the practical political environment of enacting tax legislation, and the international influences on U.S. tax policy. Usually offered every spring. *Prerequisite:* final semester of the graduate tax program or permission of program director.

**ACCT-751 Seminar in Business Tax Planning (3)** Use of case methodology to integrate tax considerations with accounting, economic, managerial, and nontax legal considerations for planning corporate transactions. Includes organization of a close corporation, dividends and other corporate distributions, corporate combinations, corporate liquidations, and corporate divisions. Usually offered every fall. *Prerequisite:* permission of program director.

**ACCT-752 Seminar in Family Financial Planning (3)** Use of case methodology to integrate income, estate, and gift tax implications with nontax legal considerations in establishing a financial plan within the family unit. Included is detailed consideration of income taxation of estates and trusts (Subchapter J). Estate-planning legal mechanisms, charitable and family gifts, private foundations, and disposal of business interests. Usually offered every spring. *Prerequisite:* ACCT-632.

**ACCT-760 Advanced Auditing and Professional Practice (3)** Advanced study of auditing theory, standards, and practices as well as other contemporary issues in professional accounting practice. Includes standard setting processes, legal and ethical responsibilities, statistical sampling, information systems audits, internal/operational audits, government compliance audits, and international auditing standards. Also examines the contemporary environment of the accounting profession and the evolution of professional practice. *Prerequisite:* ACCT-549.

**ACCT-770 Current Topics in Accounting (1.5)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include forensic accounting, public policy issues in accounting, special technology and systems issues relating to accounting, regulatory reporting and other topics relevant to professional accounting practice. *Prerequisite:* permission of accounting department.

**ACCT-780 Seminar in Accounting Theory (3)** Development of accounting theory. Analysis of current accounting problems and review of relevant literature. Usually offered every spring. *Prerequisite:* ACCT-547 or permission of department chair.

**ACCT-797 Master's Thesis Seminar (3-6)** *Prerequisite:* permission of department chair.

## American Studies

### Undergraduate Courses

**AMST-140 Washington, D.C.: Life Inside a Monument (3)** Explores the unique nature of Washington as an international city, national capital, black-American cultural center, and home for its varied residents. Discussions include tensions between federal presence and local democracy, tourism, political and cultural activities, migration

and immigration, geography, and the cityscape and neighborhood life. Usually offered every spring and summer.

**AMST-206 American Dreams/American Lives (3)** An interdisciplinary study of key themes in American self-definition including equality, opportunity, and the changing landscape, as articulated by theorists and as challenged by an increasingly diverse urban and technological nation. Explores changing American ideals and experiences, with emphasis on ordinary citizens as well as institutions. Usually offered every fall.

**AMST-231 Tribal Traditions (3)** The cultural and spiritual traditions of tribal societies and their persistence despite Western expansion and enforced acculturation. Class activities highlight American Indian economics, political systems, and the place of language, oral literature, music, and ceremony in Indian societies. Similarities among indigenous societies of America, Africa, Asia, and the Pacific are stressed. Usually offered every fall.

**AMST-240/AMST-240G Poverty and Culture 4:2 (3)** Students explore and debate rival theories about the causes and consequences of poverty. Why poverty occurs, why certain people are poor, how poverty influences family and community life, and how the poor respond to their situation and sometimes try to change it. Usually offered every spring. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G.

**AMST-321 American Decades (3)** Topics vary by section, may be repeated for credit with different topic. Political and economic affairs, international relations, social change, literature, drama, music, and fine and popular arts in one decade of American life. Usually offered every spring.

**AMST-334 Contemporary American Culture (3)** Topics vary by section, may be repeated for credit with different topic. Interdisciplinary exploration, through politics, ethnography, literature, film, and art, of institutions and attitudes with decisive influence on the shape and quality of contemporary American culture. Rotating topics include work, violence, visions of the future, the culture business, women and men, women in the popular media, and language in the United States. Usually offered every fall.

**AMST-341 Research on the City of Washington (1–6)** Topics vary by section, may be repeated for credit with different topic. Student group research on special topics and projects in Washington.

**AMST-390 Independent Reading Course in American Studies (1–6)** *Prerequisite:* permission of instructor and program director.

**AMST-392 Cooperative Education Field Experience (3–6)** *Prerequisite:* permission of program director and Cooperative Education office.

**AMST-400 Interpreting American Culture (4)** Seminar in American studies theory and methods. Classic, emerging, and controversial approaches to American culture through such mixed media as architecture and photography, original documents and literary criticism, folklore and foodways, television and music. Usually offered alternate springs.

**AMST-410 Senior Thesis I (3)** Original interdisciplinary research as a capstone to the major. Students also meet in a seminar to compare experiences and discuss ways to translate American Studies theory and method into practical and professional concerns. Usually offered every fall. *Prerequisite:* AMST-400.

**AMST-411 Senior Thesis II (3)** Usually offered every spring. *Prerequisite:* AMST-400.

**AMST-490 Independent Study Project in American Studies (1–6)** *Prerequisite:* permission of instructor and program director.

**AMST-491 Internship in American Studies (1–6)** Practical experience in a local organization such as a government office, museum, arts agency, or social action group. How to translate American Studies theory and method into professional skills and opportunities. Interns also meet in a seminar to discuss and interpret these experiences. *Prerequisite:* permission of instructor and program director.

## **Anthropology**

### **Undergraduate Courses**

**ANTH-110/ANTH-110G Culture: The Human Mirror 3:1 (3)** People around the world create and use systems of symbols to express their identities as members of social groups. This course draws on diverse life-cycle experiences in tribal, state-level, and post-colonial societies to explore ways that both tradition and contact with other cultures contribute to the cultural pluralism of the contemporary world. Usually offered every term.

**ANTH-150/ANTH-150G Anthropology of American Life 4:1 (3)** How race, gender, class, ethnicity, age, and region affect Americans' experiences of interwoven historical, economic, political, scientific, religious, and cultural processes. Usually offered every fall.

**ANTH-210/ANTH-210G Roots of Racism and Interracial Harmony 3:2 (3)** Examines why racism has often characterized the relationships between human groups, and compares these cases with other societies which have been nonracist. Social stratification, ideas about the nature and role of individuals, and economic factors are considered within and across cultures. The course links analysis of the past to possible social action. Usually offered every term. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G.

**ANTH-215/ANTH-215G Sex, Gender, and Culture 3:2 (3)** How economic systems, social structures, and values construct and redefine biological distinctions between women and men. Includes gender in egalitarian societies; origins and consequences of patriarchy, gay and lesbian cultures; gender, politics, and social change. Case studies from tribal, state-level, and post-colonial contexts. Usually offered every term. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G.

**ANTH-220/ANTH-220G Living in Multicultural Societies 3:2 (3)** Foreign trade, foreign aid, tourism, and migration establish ties between peoples and cultures in spite of political and historical divisions. This course examines the effect of international migration and the growing "one-world" economy on the daily lives of peoples around the world and in the emerging multicultural urban centers in the United States. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G.

**ANTH-225/ANTH-225G Language and Human Experience 1:2 (3)** Examines language and its contribution to creativity, and how knowledge of language enriches human experience. Includes imagery and metaphor building through language; the effects of topic, speaking situation, and gender on creativity in tribal, state-level, and post-colonial contexts; and ways written language recasts and redefines human imagination. Usually offered every fall. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G.

**ANTH-230/ANTH-230G India: Its Living Traditions 3:2 (3)** The rich diversity among peoples and cultures of India through time and the significance of various traditions for contemporary life. Individ-

ual experiences of caste, class, gender, and sect are examined, as are outside influences on social patterns and modes of thought, revealing complex interplay between tradition and modernity, India and the West. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G.

**ANTH-235/ANTH-235G Early America: The Buried Past 2:2** (3) An introduction to how archaeology reconstructs this country's historic past. The course looks at the way archaeologists use both artifacts and written records to tell the story of life in the seventeenth through the nineteenth centuries. Emphasis on artifact and document interpretation, architecture, consumerism, African diaspora, and early non-Anglo settlers. Usually offered every spring. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G

**ANTH-250/ANTH-250G Human Origins 5:2** (3) The contributions that physical anthropology and archaeology can make toward an understanding of the origins and development of humankind. Includes genetics, the principles of evolution as applied to humans, the nonhuman primates and their behavior, human fossils, and the archaeology of the New and Old Worlds. Usually offered every fall. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G

**ANTH-251 Perspectives in Cultural Anthropology** (3) Exploration of a variety of current perspectives in cultural anthropology. The kinds of questions anthropologists ask in seeking to understand cultural variation and diverse human experience. The relevance of anthropology to life in a changing, multicultural world. Usually offered every fall.

**ANTH-253 Introduction to Archaeology** (3) Archaeology as a subfield of anthropology. Includes the history of archaeology, methods of archaeological excavation and analysis, the historical archaeology of seventeenth and eighteenth century America, paleolithic archaeology in the Old World, the prehistory of North and South America, and other current discoveries and issues within the field. Usually offered every spring.

**ANTH-254 Language and Culture** (3) Examines connections between language, culture, and society. Includes grammars as systems of knowledge; language and cognition; structure of everyday discourse; language diversity; speech communities; language change; and literacy and language planning. Usually offered every spring.

**ANTH-334 Environmental Justice** (3) Focuses on issues of inequalities attending the destruction of resources, the siting of dangerous facilities, dumping of toxic wastes, and the development of technologies that harm some people while benefitting others. Case studies from North America, Latin America, Africa, the Arctic, Pacific, and Caribbean examine questions about history, social relations, power, connections among the world's societies, and competing values. Usually offered alternate springs.

**ANTH-337 Anthropology of Genocide** (3) Examines questions concerning how individuals, groups, and social institutions legitimize the power to repress, coerce, and kill, how victims experience and interpret their suffering, how "ordinary people" come to accept and justify violent regimes, and the possibility of constructing an understanding of genocide that extends across cultures and from individual impulse to global conflict. Case studies include genocide in the Americas, the Nazi Holocaust, and ethnic cleansing in Central Africa and Eastern Europe.

**ANTH-339 Culture Area Analysis** (3) Topics vary by section, may be repeated for credit with different topic. Examination of a particular culture area to provide insight into the conditions that produced distinctive cultures in certain geographical regions. Rotating culture areas include North American Indians, Latin America, Mexico and Central America, North American ethnic groups, Europe, India, Africa, China, and Japan. Meets with ANTH-639. Usually offered every term

**ANTH-350 Special Topics** (3) Topics vary by section, may be repeated for credit with different topic. Cross-cultural comparison and analysis within selected culture areas. Rotating topics include cultural perspectives on sports, war and aggression, rites of passage, food and culture, rise of civilization, archaeology of the Chesapeake Bay region, North American prehistory, and historical archaeology.

**ANTH-390 Independent Reading Course in Anthropology** (1–6) *Prerequisite:* permission of instructor and department chair

**ANTH-392 Cooperative Education Field Experience** (3–9) *Prerequisite:* permission of department chair and Cooperative Education office.

**ANTH-430 Magic, Witchcraft, and Religion** (3) A comparative study of magic, witchcraft, and religion in Western and non-Western societies. Includes an analysis of ritual behavior and the ritual process, mythology, sorcery, and revitalization movements. Usually offered every fall.

**ANTH-431 Taboos** (3) Exploration of those persons, items, experiences, and acts which so frighten and repel humans that they try to prohibit them. Includes discussion of subjects rich in taboo and sensitivity including sexuality, witchcraft, cannibalism, human-animal relations, madness, and death. Why taboos emerge, how they are enforced, and when they are violated. Usually offered alternate springs.

**ANTH-439 Classics of Anthropology** (3) Introduction to the original writings of significant anthropologists. Classic works from the nineteenth and twentieth centuries illustrate the ways that anthropologists conceptualized and approached key questions such as what is culture, how do people's religious beliefs, kinship, and political systems or life cycle celebrations express or distort lived experiences and material realities, and what are the universalities in human nature. Usually offered every fall.

**ANTH-440 Contemporary Ethnographies** (3) Surveys theory through the original writings of anthropologists. Contemporary perspectives and debates in anthropology examined through close, critical readings of cutting-edge studies. These readings reflect current approaches in the field such as culture and political economy, postmodern multi-vocal texts, feminist ethnographies, and post-colonial writing. How ethnographies are crafted, including how authors contextualize their subject and their own involvement, uses of evidence, and literary devices. Usually offered every spring.

**ANTH-450 Anthropology of Power** (3) Capstone seminar for anthropology majors which explores a central question for the discipline, the exploration of power. Examines the questions of how people experience and articulate power relations, how power is legitimized, where power comes from, how power relations shift over time and place, and how the study of power enriches and infuses anthropological studies. Usually offered every spring. *Prerequisite:* anthropology major with at least 36 credit hours courses in the major.

**ANTH-490 Independent Study Project in Anthropology (1-6)**

*Prerequisite:* permission of instructor and department chair.

**ANTH-491 Internship in Anthropology (1-6) Prerequisite:** permission of instructor and department chair.

**ANTH-498 Senior Thesis in Anthropology (1-6)** May be repeated for credit but not within the same term, for a maximum of 6 credit hours. Opportunity for qualified undergraduates to carry out anthropological research under supervision of members of the faculty. Development of a written paper and participation in senior thesis seminar are required. Usually offered every term. *Prerequisite:* permission of department chair.

**Graduate and Advanced Undergraduate Courses**

**ANTH-060 Summer Field School: Archaeology (0)** Noncredit participation in the excavation of an archaeological site. Training varies depending on the site, but usually includes site surveying, archaeological engineering, techniques of excavation, flora, fauna, and soil analysis, field laboratory practice, and on-site computer data processing. Usually offered every summer.

**ANTH-531 Topics in Archaeology (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include historical archaeology, artifact analysis, archaeology of the Chesapeake, archaeology of the Potomac Valley, Aztec, Inca, and Maya, and archaeology and politics.

**ANTH-532 Changing Culture (3)** All significant ideas about the nature of human culture center on issues of cultural stability or change, and stability itself is often a result of change. As anthropology focuses on today's world, an understanding of culture change is especially important. This course explores ways to understand culture change. Usually offered every spring. *Prerequisite:* ANTH-251 and one additional course in cultural anthropology, or graduate standing.

**ANTH-533 Managing Cultural Resources (3)** Explores the field of cultural resources management and preservation. This course examines the range of resources—from archeological sites to historic structures to living communities—that are often given protected status and the reasons for such protection. Also considers the benefits to society of this protection, along with the available policies, processes, and laws that are utilized in the preservation effort. Usually offered alternate springs. *Prerequisite:* ANTH-253 or ANTH-531, or permission of instructor.

**ANTH-534 Class and Culture (3)** Discussion of the way that anthropologists have used and developed the concept of class as a way to understand patterns of social inequality. The variation in relationships of class to economic, social, and political structures in different societies and how class experiences and struggles influence and are influenced by the cultural norms and values in different social systems. *Prerequisite:* ANTH-251 and one other course in cultural/social anthropology, or graduate standing.

**ANTH-535 Ethnicity and Nationalism (3)** Ethnicity has become a universal means for groups to defend their interests, avoid alienation, and create powerful rituals of self-preservation and defense. This course examines ways that groups in complex societies and new nations use ethnicity and nationalism to express and enact community and identity, similarity and difference, peaceful social relations, warfare, and genocide. *Prerequisite:* one course in social or cultural anthropology.

**ANTH-536 Politics of Archaeology (3)** Explores the ways that archaeology lends stability to and reflects the dominant values of the national state. How political ideologies affect and support archeological research, the relationship between scientific knowledge and power, the nationalism that motivates much of the practice of archaeology, how archaeology is depicted in the media, and the political ramifications of class, race, gender, and ethnicity in archaeology. Usually offered alternate springs. *Prerequisite:* ANTH-253 or ANTH-531, or permission of instructor.

**ANTH-537 Topics in Language and Culture (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in comparative perspectives on the interrelationships of cultural and linguistic patterns in different societies. Case studies focus on language variation and pluralism as related to verbal creativity, social hierarchies, gender diversity, language history, and colonialism and nation building. Usually offered alternate summers. *Prerequisite:* one course in anthropology or linguistics, or permission of instructor.

**ANTH-541 Anthropology and State Policy (3)** This course traces shifting relationships among governments, anthropologists, and ordinary people. Readings and class discussions explore the rise of "applied" anthropology as part of the processes of colonialism and capital accumulation. Also covered are colonial encounters, immigration and internment, neocolonialism, and structural adjustment. Usually offered every fall.

**ANTH-542 Reinventing Applied Anthropology (3)** Explores efforts to build an applied anthropology which advances popular struggles for economic freedom, human rights, and social justice while maintaining a critique of state power. The course also examines how such work engages conventional approaches to research, publication, and career advancement, and suggests pathways to alternative anthropological careers. Usually offered every spring.

**ANTH-543 Anthropology of Development (3)** Anthropological approaches to the analysis of economic development and change, with attention both to development theory and to practice. Development problems as perceived at the local level, contemporary development concerns, and the organization of development agencies and projects are considered. Usually offered every fall.

**ANTH-544 Topics in Public Anthropology (3)** Topics vary by section, may be repeated for credit with different topic. The application of anthropological method and theory to solving problems in contemporary society. Rotating topics include inequality and change in education, health, culture and illness, public archaeology, and anthropology of human rights. Usually offered every spring.

**ANTH-550 Ethnographic Field Methods (3)** Using a series of research exercises, students learn how to collect genealogies, gather censuses of research populations, conduct directed and nondirected interviews, map research areas, work with photographic data, collect life histories, observe as participants, write research proposals, and evaluate data. Ethical and methodological fieldwork problems are stressed throughout. Usually offered alternate falls.

**ANTH-552 Anthropological Research Methods (3)** An introduction to research methods used within the field of anthropology, including ethnography, the distinctive tool of the field. Includes research design, data collection, quantitative and qualitative analysis.

Ethics and pragmatics of research are discussed, including research funding and proposal writing. Usually offered every spring. *Prerequisite:* two courses in anthropology, or graduate standing.

**ANTH-560 Summer Field School: Archaeology (3-9)** Topics vary by section, may be repeated for credit with the same topic. Active participation in the excavation of an archaeological site. Training varies depending on the site, but usually includes site surveying, archaeological engineering, techniques of excavation, flora, fauna, and soil analysis, field laboratory practice, and on-site computer data processing. Usually offered every summer.

**ANTH-590 Independent Reading Course in Anthropology (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

##### **ANTH-631 Foundations of Social and Cultural Anthropology (3)**

A graduate-level overview of both the history of cultural and social theories and methods and the contemporary concerns of anthropology. Usually required of all incoming graduate students; consult the department chair. Usually offered every fall.

##### **ANTH-632 Contemporary Theory: Culture, Power, History (3)**

This course addresses developments and debates in anthropology over the last three decades, looking at how central concerns in anthropology are recast over time, as well as how new concerns emerge with new theory. The course grounds the central concept of culture in analyses that emphasize its relationship to historical process as well as class, race, and gender, and the use and abuse of the culture concept in struggles for identity, dominance, and liberation. Usually offered every spring.

**ANTH-634 Foundations of Archaeology (3)** This course considers archaeology as a culturally-specific enterprise that is tightly integrated with other aspects of our modern-day, western materialist, capitalist system. Includes a review of archaeological theory, how archaeology creates knowledge about the past, and the context in which archaeological theory and practice developed. Reviews basic concepts about time, space, and material culture, and explores different theoretical currents: culture historical, processual, post-processual, feminist, and contemporary theory. Usually offered every fall.

**ANTH-635 Race, Gender and Social Justice (3)** This seminar explores the disjunction between biological myths of race and gender and their social construction as credible institutions; the historical, economic, and political roots of inequalities; the institutions and ideologies that buttress and challenge power relations; and the implications of social science teaching and research for understanding social class, race, and gender discrimination. Issues of advocacy for social change are also explored. Usually offered every spring. *Prerequisite:* permission of instructor.

**ANTH-637 Discourse, Narrative and Voice (3)** This seminar reviews current approaches to studies of narrative, life stories, and conversation, and the insights into social location, ideology, and claims to power which such studies disclose. Usually offered every spring. *Prerequisite:* graduate standing in anthropology and ANTH-631; or graduate standing in the TESOL master's program and 6 graduate credit hours in linguistics; or permission of instructor.

**ANTH-639 Culture Area Analysis (3)** Topics vary by section, may be repeated for credit with different topic. Examinations of particular culture areas to provide insight into the conditions that

produced distinctive cultures in certain geographical regions. Culture areas include North American Indians, Latin America, Mexico and Central America, North American ethnic groups, American culture and society, Europe, India, Africa, China, and Japan. Meets with ANTH-339. Usually offered every term.

**ANTH-640 Current Issues in Anthropology (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include issues such as cultural construction of gender, transformations in U.S. anthropology, and militarism and state violence. Usually offered every term.

**ANTH-690 Independent Study Project in Anthropology (1-6)** *Prerequisite:* permission of instructor and department chair.

**ANTH-691 Internship in Anthropology (1-6)** *Prerequisite:* permission of instructor and department chair.

**ANTH-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ANTH-797 Master's Thesis Seminar (1-6)** Usually offered every term.

**ANTH-799 Doctoral Dissertation Seminar (1-24)** Usually offered every term.

## Art: Art History

#### Undergraduate Courses

**ARTH-100/ARTH-100G European Art: From Cave to Cathedral 2:1 (3)** Examines artistic monuments from the paleolithic through medieval periods, including the religious, philosophical, and social forces that shaped them. Considers Egyptian, Cretan, Greek, Roman, Judaic, and Christian art and architecture from early basilicas through French Gothic cathedrals. Develops analytic tools for understanding art in history. Usually offered every term.

**ARTH-101 European Art: Renaissance to the Present (3)** An illustrated introduction to architecture, sculpture, and painting in the Western world from 1400 to the present. Usually offered every spring. *Note:* ARTH-100 is recommended but not required.

**ARTH-105/ARTH-105G Art: The Historical Experience 1:1 (3)** An introduction to works of art in historical context. Western art from prehistory to the present with in-depth study of such major architectural monuments as the Parthenon, Chartres Cathedral, and St. Peter's in Rome, and such artists as Michelangelo, Raphael, El Greco, Gentileschi, Rembrandt, the French Impressionists, and Picasso. Usually offered every term.

**ARTH-201 Mediterranean Art (3)** Offered as part of the AU Abroad Madrid and the Mediterranean program. An introduction to Mediterranean history and art, centered chronologically on art movements with emphasis on the differences between Spanish art and its Mediterranean counterparts. The course is an in-depth study of painting, sculpture, and architecture that includes stylistic as well as thematic manifestations, examining art in the Mediterranean from cave paintings to the twentieth century from a variety of cultures and geographic regions, and introducing students to stylistic periods, major works and artists, and the traditional methods of art history. Usually offered every fall.

**ARTH-205/ARTH-205G Art of the Renaissance 2:2 (3)** Architecture, sculpture, painting, and prints of renaissance Italy and Northern Europe. Considers the interplay of art with philosophy, theology, and social change, and examines the artistic legacy and rich creative achievements of a culture inspired by classical antiquity. Usually of-

fered every spring. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G.

**ARTH-210/ARTH-210G Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)** An introduction to the art of the modern period. Presents in cultural and historical contexts the work of major artists such as David, Goya, Delacroix, Monet, Van Gogh, Cézanne, Picasso, Matisse, Duchamp, Pollock, and many others. Emphasizes what is unique about modern art and the expanding conception of creative expression in our era. Usually offered every term. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G.

**ARTH-215/ARTH-215G Architecture: Washington and the World 1:2 (3)** Appreciation of our architectural heritage and a study of its history through the great buildings of Washington. Monuments such as the White House and the Capitol are studied in relation to structures from which they have evolved. Students obtain a knowledge of building traditions of Washington, the United States, and the Western world. Usually offered once a year. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G.

**ARTH-303 Medieval Art (3)** A survey of Medieval art covering Early Christian, Byzantine, Romanesque, and Gothic developments in architecture, painting, and sculpture. Usually offered alternate years. *Prerequisite:* ARTH-100 or ARTH-105.

**ARTH-308 Gothic Art (3)** Architecture, painting, sculpture, manuscript illuminations, and stained glass from the twelfth to the fifteenth century in Europe. Meets with ARTH-608. *Prerequisite:* ARTH-100 or ARTH-105 or ARTH-303.

**ARTII-309, ARTII-310 Museum Studies and the Arts Seminar I (4), II (4)** Takes students behind the scenes at cultural institutions, attending presentations by professionals in the museum and arts world. Students are introduced to the key issues and concerns in the field of museology and the arts. Includes connoisseurship and collecting, aesthetic judgements, conservation and preservation, managing not-for-profits, art law and intellectual property, and a wide variety of other issues. Usually offered every spring. *Prerequisite:* admission to Washington Semester program.

**ARTH-331 Visual Arts in the United States to 1890 (3)** Developments in portraiture, landscape, and genre painting from the early Colonial period to the end of the nineteenth century. Approaches to art historical analysis and relationships between American and European art. Emphasis on major artists such as Copley, Peale, Cole, Church, Eakins, Homer, Whistler, and Cassatt, and on the Hudson River School, Luminism, sentimental painting and quiltmaking, Tonalism, and Neoclassical and Beaux Arts sculpture. Meets with ARTH-631. Usually offered alternate falls. *Prerequisite:* ARTH-101 or ARTH-105 or permission of instructor.

**ARTH-332 Visual Arts in the United States: 1890 to 1945 (3)** Ideas of "modernism" through both realistic and abstract developments. Approaches to art historical analysis and relationships between American, European, and Mexican art. Emphasis on the Ashcan School, the Stieglitz and Arensberg circles, Precisionism, the Harlem Renaissance, Regionalism and Social Realism, and the continuity of abstract interests. Focuses on major artists such as Sloan, Bellows, Dove, Hartley, Stieglitz, O'Keeffe, Demuth, Sheeler, Benton, Wood, Curry, Lozowick, Hopper, Shahn, Rivera, Kahlo, Orozco, and Davis, as well as significant art critics and deal-

ers. Meets with ARTH-632. Usually offered alternate springs. *Prerequisite:* ARTH-101 or ARTH-105 or permission of instructor.

**ARTH-333 Visual Arts since 1945 (3)** Addresses the art of the United States with some attention to European and Latin American artists. Covers major artists and art movements such as Abstract Expressionism, Pop, Minimalism, Photorealism, Neo-Expressionism, and also performance art, feminist art, multiculturalism and protest art, and recent issues related to public art, arts funding, and censorship. Usually offered alternate falls. *Prerequisite:* ARTH-101 or ARTH-105, ARTH-210, or equivalent.

**ARTH-335 Twentieth Century Women Artists of the Americas (3)** This course focuses on women artists' contributions to twentieth century art in the United States, Canada, Mexico, the Caribbean, and Latin America. It examines women's struggles and successes, their iconographic and stylistic interests, and the analysis of their works in relation to theories of gender, feminism, postmodernism, and postcolonialism. Usually offered alternate springs. Meets with ARTH-635. *Prerequisite:* ARTH-101, ARTH-105, or ARTH-210.

**ARTH-390 Independent Reading Course in Art History (1-6)** *Prerequisite:* permission of instructor and department chair.

**ARTH-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ARTH-490 Independent Study Project in Art History (1-6)** *Prerequisite:* permission of instructor and department chair.

**ARTH-491 Internship (3)** *Prerequisite:* permission of instructor and department chair.

**ARTH-492 Internship in Museum Studies and the Arts (4)** A two-day-a-week internship at a Washington cultural organization. Academic requirements include a journal of the internship experience and an organizational case study of the organization. Possible sites of placements include private museums and galleries, performing arts centers, auction houses, the Smithsonian, arts magazines and newspapers, and managerial offices of not-for-profits. Usually offered every spring. *Prerequisite:* admission to Washington Semester program.

#### Graduate and Advanced Undergraduate Courses

**ARTH-500 Approaches to Art History (3)** Reading, discussion, and written work based on subjects such as style, iconography, semiotics, the art museum, and social, psychological, and feminist approaches. Attention to critical interpretation and writing research papers. Usually offered once each year. *Prerequisite:* four art history courses or graduate standing.

**ARTH-508 Painting: Rococo through Impressionism (3)** Counter-Rococo currents in the late eighteenth century, including neoclassicism and proto-Romanticism, with a detailed study of David and Goya; French Romanticism in the art of Géricault and Delacroix; romantic landscape painting with emphasis on Turner, Constable, Friedrich, Corot, and the Barbizon School; the realism of Courbet; Manet and Degas; and Monet and the French Impressionists. Usually offered alternate years. *Prerequisite:* two art history courses including ARTH-101 or ARTH-105, or equivalent.

**ARTH-510 Painting: Post-Impressionism to Expressionism (3)** Reactions to Impressionism in the 1880s and 1890s in France and elsewhere in Europe. Emphasis on the art of Seurat and the Neo-Impressionists, Cézanne, Gauguin and the Symbolists, and

Van Gogh. Also studied are Toulouse-Lautrec, Bonnard, Vuillard, Munch, Ensor, and Klimt. Art Nouveau and Expressionism are considered as Post-Impressionist phenomena, and their effect on the early work of Matisse and Picasso is assessed. Usually offered once a year. *Prerequisite:* two art history courses including ARTH-101 or ARTH-105, or equivalent.

**ARTH-511 Painting: Cubism through Surrealism (3)** Analyzes the development of Cubism in the art of Picasso and Braque, Soutine and Robert Delaunay, and the Italian Futurists. Also studied are the non-objective styles of Kandinsky and Mondrian, and the Dada and Surrealist movements, with emphasis on Duchamp, Miró, and Picasso. American art since 1945 and its roots in traditions of European modernism are also considered. Usually offered once a year. *Prerequisite:* ARTH-101 or ARTH-105, or equivalent.

**ARTH-513 Italian Painting: Early Renaissance (3)** Developments in Florence, Siena, and Venice in the fourteenth and fifteenth centuries, including the classical revival, narrative, linear perspective, and the role of social and theoretical factors in the practice of art. Emphasis on major figures such as Giotto, Duccio, Masaccio, Piero della Francesca, Botticelli, and Giovanni Bellini. Usually offered every third semester. *Prerequisite:* two art history courses including ARTH-101 or ARTH-105, or equivalent.

**ARTH-514 Italian Painting: High Renaissance (3)** Development of high Renaissance and early Mannerist styles in Rome, Venice, and Florence in the first half of the sixteenth century. Major artists emphasized include Leonardo da Vinci, Michelangelo, Raphael, Giorgione, and Titian. Includes consideration of issues such as the elevation of artists' social status and the emergent concept of artistic genius. Usually offered every third semester. *Prerequisite:* two art history courses including ARTH-101 or ARTH-105, or equivalent.

**ARTH-515 Italian Painting: Late Renaissance and Early Baroque (3)** Examines Italian art from the mid-sixteenth through early seventeenth centuries, considering the flourishing of art theory, late Mannerist and early Baroque style, and the significant emergence of female artists. Artists include Bronzino, Vasari, late Titian and Michelangelo (sculpture and painting), Tintoretto, Veronese, Sofonisba Anguissola, the Carracci, Caravaggio, and Artemisia Gentileschi. Usually offered every third semester. *Prerequisite:* two art history courses including ARTH-101 or ARTH-105, or equivalent.

**ARTH-520 Seminar in Art History (3)** Topics vary by section, may be repeated for credit with different topic. Reports and critical discussion of research papers. Usually offered every term. *Prerequisite:* six art history courses or permission of instructor.

**ARTH-590 Independent Reading Course in Art History (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**Note:** 600-level courses generally meet with 300-level courses. Registration at the 600 level implies graduate-level assignments and higher expectations regarding performance.

**ARTH-608 Gothic Art (3)** Architecture, painting, sculpture, manuscript illuminations, and stained glass from the twelfth to the fifteenth century in Europe. Meets with ARTH-308. *Prerequisite:* ARTH-100 or ARTH-105 or ARTH-303.

**ARTH-631 Visual Arts in the United States to 1890 (3)** Developments in portraiture, landscape, and genre painting from the early Colonial period to the end of the nineteenth century. Approaches to art historical analysis and relationships between Amer-

ican and European art. Emphasis on major artists such as Copley, Peale, Cole, Church, Eakins, Homer, Whistler, and Cassatt, and on the Hudson River School, Luminism, sentimental painting and quiltmaking, Tonalism, and Neoclassical and Beaux Arts sculpture. Meets with ARTH-331. Usually offered alternate falls. *Prerequisite:* ARTH-101 or ARTH-105, or permission of instructor.

**ARTH-632 Visual Arts in the United States: 1890 to 1945 (3)** Ideas of "modernism" through both realistic and abstract developments. Approaches to art historical analysis and relationships between American, European, and Mexican art. Emphasis on the Ashcan School, the Stieglitz and Arenberg circles, Precisionism, the Harlem Renaissance, Regionalism and Social Realism, and the continuity of abstract interests. Focuses on major artists such as Sloan, Bellows, Dove, Hartley, Stieglitz, O'Keeffe, Demuth, Sheeler, Benton, Wood, Curry, Lozowick, Hopper, Shahn, Rivera, Kahlo, Orozco, and Davis, as well as significant art critics and dealers. Meets with ARTH-332. Usually offered alternate springs. *Prerequisite:* ARTH-101 or ARTH-105, or permission of instructor.

**ARTH-633 Visual Arts since 1945 (3)** Addresses the art of the United States with some attention to European and Latin American artists. Covers major artists and art movements such as Abstract Expressionism, Pop, Minimalism, Photorealism, Neo-Expressionism, and also performance art, feminist art, multiculturalism and protest art, and recent issues related to public art, arts funding, and censorship. Usually offered alternate falls. *Prerequisite:* ARTH-101 or ARTH-105, ARTH-210, or equivalent.

**ARTH-635 Twentieth Century Women Artists of the Americas (3)** This course focuses on women artists' contributions to twentieth century art in the United States, Canada, Mexico, the Caribbean, and Latin America. It examines women's struggles and successes, their iconographic and stylistic interests, and the analysis of their works in relation to theories of gender, feminism, postmodernism, and postcolonialism. Usually offered alternate springs. Meets with ARTH-335.

**ARTH-690 Independent Study Project in Art History (1-6)** *Prerequisite:* permission of instructor and department chair.

**ARTH-691 Internship (3-6)** *Prerequisite:* permission of instructor and department chair.

**ARTH-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ARTH-792 Research Seminar in Art History (3)** Topics vary by section, may be repeated for credit with different topic. Seminar topic is normally from one of the following areas: Renaissance art, Baroque and Rococo art, nineteenth-century art, twentieth-century art, American art and architecture, or from thematic or conceptual categories such as landscape or gender. M.A. thesis-option papers originate from this course. Usually offered every term. *Prerequisite:* M.A. in Art History candidates with permission of department chair.

**ARTH-793 Directed Research in Art History (3)** Must be in a field listed under ARTH-792, but not in field covered in ARTH-792 that semester. Usually offered every term. *Prerequisite:* M.A. in Art History candidates with 12 hours of graduate art history with a B average or better and permission of department chair.

## Art: Studio

### Undergraduate Courses

**ARTS-100/ARTS-100G Art: The Studio Experience 1:1 (3)** This beginning studio course introduces students to painting, drawing, sculpture, and design combined with visual literacy. The course focuses on the interrelationship of hand, eye, and mind to create informed works of art that engage larger critical, formal, or cultural dialogues and relate basic visual language to analytic and creative processes of the artist. Usually offered every term.

**ARTS-205/ARTS-205G The Artist's Perspective: Drawing 1:2 (3) (fall 2006: Drawing: Responding to Vision)** This introductory drawing course examines observation as a tool of discovery. Students explore traditional and conceptual notions of looking and experiment with different materials, techniques, and practices in order to examine visual perception. The course investigates drawing as a two-dimensional and three-dimensional medium. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**ARTS-210/ARTS-210G The Artist's Perspective: Painting 1:2 (3) (fall 2006: Painting: Color, Form, Expression)** This introductory painting course utilizes surface, color, and composition as well as technical procedures to introduce students to formal, conceptual, and social issues inherent in painting. These concepts may be explored through the use of models, still life, and landscape. Students learn the language of painting and its context in contemporary art. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**ARTS-215/ARTS-215G The Artist's Perspective: Sculpture 1:2 (3) (fall 2006: Sculpture: Form and Expression in 3-D)** This introductory sculpture course investigates three-dimensional concerns, focusing on observation, process, form, and object as a means of arriving at content. Student are introduced to traditional and contemporary art practices and explore a variety of materials, techniques, and tools. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**ARTS-320 Painting Studio (3) (fall 2006: Creative Painting)** May be repeated for credit. This is an intermediate and advanced course that encourages experimental approaches to painting through historical and contemporary study. Students creatively explore issues of color, surface, and composition, and are encouraged to begin exploration of individualized concerns that can be addressed through image making. Thematic studies provide opportunity for intensive investigation of ideas. Usually offered every term. *Prerequisite:* ARTS-210 or equivalent.

**ARTS-340 Sculpture Studio (3)** May be repeated for credit. This is an intermediate and advanced course that focuses on the interrelationship between object and environment. Students investigate materials and concepts used in historical, contemporary, and experimental art practices. Course structure focuses on creative problems and solutions. Students explore form, content, and context through individual projects. Usually offered every term. *Prerequisite:* ARTS-205 or ARTS-215.

**ARTS-344 Ceramics Studio (3)** May be repeated for credit. Includes basic principles of working with clay and instruction in both wheel and other methods of making pottery. Usually offered every term.

**ARTS-360 Drawing Studio (3)** May be repeated for credit. This is an intermediate and advanced course in drawing. Students explore se-

lected drawing media, locate a direction of study, and develop a personal visual vocabulary in artwork. Drawing is investigated as an initiating and developing tool for creative thinking. Emphasis is on the process, production, and research needed to produce consistent and creative work. Usually offered every term. *Prerequisite:* ARTS-205 or equivalent.

**ARTS-363 Relief Printmaking Studio (3) (fall 2006: Introduction to Printmaking)** May be repeated for credit. Investigation of the historical techniques utilized in woodcut linocut and surface printing. Students pursue individualized projects while mastering technique. Emphasis on the experimentation, the development of the technique, and the utilization of printmaking as a tool for challenging studio practice and expanding broader critical concerns. Usually offered every fall. *Prerequisite:* ARTS-205 or equivalent.

**ARTS-364 Intaglio Studio** May be repeated for credit. An introduction to basic printmaking processes including monoprint, etching, drypoint, and aquatint. Students investigate the history and process of the intaglio print in relation to individualized projects. Emphasis on the experimentation, the development of the technique, and the utilization of printmaking as a tool for challenging studio practice and expanding broader critical concerns. Usually offered every spring. *Prerequisite:* ARTS-205 or equivalent.

**ARTS-390 Independent Reading Course in Art (1-6)** *Prerequisite:* permission of instructor and department chair.

**ARTS-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ARTS-400 Senior Seminar (3)** May be repeated for credit. This studio and criticism course considers the inspirations and practices of contemporary artists and also emphasizes the relationship between art making, culture, and audience. Gallery/museum trips and artist lectures help students contextualize their work in current art practices. Readings, group discussions, and critiques facilitate deeper understanding of the social and conceptual issues surrounding contemporary art. Students pursue an individualized body of studio work that culminates in an exhibition. *Prerequisite:* ARTS-320, ARTS-340, ARTS-360, or MMDD-300, or permission of instructor.

**ARTS-490 Independent Study Project in Art (1-6)** *Prerequisite:* permission of instructor and department chair.

**ARTS-491 Internship (3)** *Prerequisite:* permission of instructor and department chair.

### Graduate and Advanced Undergraduate Courses

**ARTS-520 Advanced Printmaking (3)** May be repeated for credit. Individual projects in printmaking with emphasis on the investigation of contemporary art issues. Students develop a suite of prints or other related in investigation in either tandem with their advanced studio work or based on a theme of their choosing in consultation with the instructor. Usually offered every term. *Prerequisite:* ARTS-363 or ARTS-364, admission to M.F.A. program, or permission of instructor.

**ARTS-530 Advanced Sculpture (3)** May be repeated for credit. Individual projects in sculpture. Students explore formal and critical issues concerning two- or three-dimensional work. Students are encouraged to manifest ideas three-dimensionally with respect to the environment or installation of their work. Usually offered every term. *Prerequisite:* ARTS-340, admission to M.F.A. program, or permission of instructor.

**ARTS-560 Drawing Practicum I (3)** May be repeated for credit. Drawing as research. This course explores the process of the sketch in

developing, proposing, and planning visual works in various media. Students work on synthesizing ideas and representing them formally and conceptually, with emphasis on individual creative expression. Usually offered every fall. *Prerequisite:* admission to M.F.A. program, or permission of instructor.

**ARTS-561 Drawing Practicum II** (3) May be repeated for credit. Continuation of ARTS-560. Students put research into practice. The emphasis of this practicum, which can operate as an extension of students' studio practice, is on creating a series of related work. Usually offered every spring. *Prerequisite:* admission to M.F.A. program, or permission of instructor.

**ARTS-590 Independent Reading Course in Art (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**ARTS-600 Twentieth Century Art Theory** (3) A contextual analysis of contemporary issues in art as a development of critical thinking throughout the twentieth century. This course presents a theoretical and philosophical consideration of the development of critical, cultural, and social dialogs defining art and practice from the advent of Modernism through its institutionalization and the eventual rise of post-Modernism. Includes figuration, abstraction, formalism, spirituality universalism, the art object, the art original, myth, authorship, allegory, conceptualism, the capitalist impulse, colonialism, authenticity, and the role of audience. Usually offered every fall. *Prerequisite:* admission to M.F.A. program, or permission of instructor.

**ARTS-601 Contemporary Art Theory** (3) A theoretical and philosophical consideration of art practices. A detailed analysis of contemporary and cultural studies including post-colonialism, gender, globalization, positioning painting, the state of art and emerging trends in contemporary art. Students evaluate the relationship between artists and the writer/critic. The course introduces students to a broad range of critical thinking and to develop their skills in verbal and textual analysis. Students consider the relationship of their art to contemporary rhetoric. Usually offered every spring. *Prerequisite:* admission to M.F.A. program, or permission of instructor.

**ARTS-690 Independent Study Project in Art (1-6)** *Prerequisite:* permission of instructor and department chair.

**ARTS-691 Internship** (3) *Prerequisite:* permission of instructor and department chair.

**ARTS-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ARTS-700 Criticism of Painting** (3) A theoretical and philosophical consideration of painting. Detailed analysis of artistic works. Lecture and slides. Usually offered every spring. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

**ARTS-793 Art Laboratory: Sculpture** (3) May be repeated for credit but not in the same term. Intensive investigation of sculpture with emphasis on experimentation leading to individual style. Usually offered every term. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

**ARTS-795 Art Laboratory: Printmaking** (3) May be repeated for credit but not in the same term. Intensive investigation of printmaking with emphasis on experimentation leading to individual style. *Prerequisite:* admission to graduate program in fine arts or permission of instructor.

**ARTS-797 Master's Thesis Seminar** (3) Independent work toward students' thesis exhibition and written thesis statements. Consult the department for registration and participation requirements. Usually

offered every term. *Prerequisite:* M.F.A. candidate with permission of department chair. Usually offered every term.

## Audio Technology

### Undergraduate Courses

**ATEC-101 Fundamentals of Audio Technology** (3) Anatomy of audio components, generation, transmission, and detection of sound; properties of sound; electricity and magnetism with applications to transducers, preamplifiers, amplifiers, tuners, and tape decks; electromagnetic waves, AM, FM, and PM modulation; and elements of AM and FM tuners. Usually offered every fall. *Prerequisite:* permission of instructor.

**ATEC-102 Audio Technology Laboratory** (1) Experiments to accompany ATEC-101 are performed weekly on loudspeaker directivity, amplifier frequency response, amplifier power output, tape recorder frequency response, wow and flutter, and distortion measurements. Usually offered every fall. *Prerequisite:* permission of instructor.

**ATEC-210 Sound Synthesis I** (3) Principles and practice of analog and digital sound synthesis. Includes basic recording techniques, effects processing, waveform synthesis methods, event timing, and microprocessor fundamentals. Emphasis on the technology and lexicon of creating electronic music. Laboratory component for application of multitrack recording techniques, additive, subtractive, and modulated synthesis with an introduction to MIDI. Usually offered every fall. *Prerequisite:* ATEC-101 or permission of instructor.

**ATEC-220 Sound Synthesis II** (3) Continuation of ATEC-210. Waveform synthesis algorithms, sequencer programming, time code synchronization, multi-track composition, complex event design, programming, and system architecture. Provides a systems-oriented understanding of integrated technologies and techniques involving analog, digital, hybrid, and computer-based synthesizer composition. Includes laboratory component for application of tape effects, signal processing, analog and digital sequencing, synchronization techniques, sampling, MIDI networks, and intermediate-level synthesizer programming. Usually offered every spring. *Prerequisite:* ATEC-210.

**ATEC-305 Acoustics** (3) Properties of sound, speech and music, reflection and diffraction. Open-air theaters, sound-absorptive materials and special constructions, and principles of room acoustics and design. Noise control, reduction of air-borne and solid-borne noise, and control of noise in ventilating systems, sound-amplification systems, and auditoriums. Usually offered alternate springs. *Prerequisite:* PHYS-205.

**ATEC-312 Electronics I** (3) Fundamentals of basic analog electronic components and circuits. Components examined include: resistors, capacitors, inductors, rectifiers, transformers, triodes, and transistors. Quantities examined include: voltage, resistance, current, inductance, capacitance, reactance, and impedance. Circuit analysis involves application of Ohm's Law and Kirchhoff's rules. Circuits include: DC, AC, tuned, rectifier, and simple amplifying circuits. Usually offered every fall. *Prerequisite:* ATEC-101; PHYS-205 (or PHYS-210).

**ATEC-313 Electronics II** (3) Continuation of analog electronics with an introduction to switching circuits and the fundamentals of digital electronics (TTL and diode logic). Components include semiconductor devices, operational amplifiers, ICs, D/A and A/D converters. Circuits include: multiple transistor amplifiers, transistor

switching, oscillators, gates, and flip-flops. Usually offered every spring. *Prerequisite:* ATEC-312.

**ATEC-322 Electronics Laboratory I (2)** Experiments to accompany ATEC-312. Experiments include: DC circuits, resistance, capacitance, inductance, AC circuits, rectifiers, vacuum tubes, transistors, and amplifying circuits. Usually offered every fall. *Prerequisite:* ATEC-312, which may be taken concurrently.

**ATEC-323 Electronics Laboratory II (2)** Experiments to accompany ATEC-313. Experiments include: transistor characteristics, multiple transistor amplifiers, operational amplifiers, oscillators, gates, flip-flops, D/A and A/D conversion, and circuits using ICs. Usually offered every spring. *Prerequisite:* ATEC-313, which may be taken concurrently.

**ATEC-390 Independent Reading Course in Audio Technology (1-6)** *Prerequisite:* permission of instructor and department.

**ATEC-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department and Cooperative Education office.

**ATEC-410 Sound Studio Techniques and Practice (3)** Multitrack recording techniques as applied to professional sound systems. Studio consoles, magnetic tape recording, signal-processing equipment, room acoustics, noise reduction systems, multitrack recorder alignment, and test equipment. Usually offered every fall. *Prerequisite:* junior standing and permission of instructor.

**ATEC-420 Advanced Sound Studio Techniques (3)** Studio set-up, microphone placement, acoustic theory, console patchbay theory and practice, signal processing devices, equalizers, and limiters. Students participate in a recording session in which the set-up and the operation are individually assigned and evaluated. Usually offered every spring. *Prerequisite:* ATEC-410.

**ATEC-450 Audio Technology Capstone (1-6)** Repeatable for credit. This course enables students to pursue advanced discipline-specific projects, which may include electro-acoustic instrument design and construction, advanced live sound reinforcement techniques, post-production audio for film and video, audio engineering for compact disc recordings, and electro-acoustic music composition. Usually offered every spring. *Prerequisite:* ATEC-220.

**ATEC-490 Independent Study Project in Audio Technology (1-6)** *Prerequisite:* permission of instructor and department.

**ATEC-491 Internship (1-6)** *Prerequisite:* permission of instructor and department.

#### Graduate and Advanced Undergraduate Courses

**ATEC-C 500 Microelectronics (4)** An introduction to modern digital audio systems, with emphasis on the relevant principles of digital electronics. Primary subjects are logic circuits, microcomputer architecture, and microprocessor programming. Also includes converter and codec design and use, and coding systems. The course reviews number systems and introduces spreadsheet modelling and simple C programming. Laboratory work consists of simple circuit analysis and design and exercises in logical modeling. Usually offered alternate falls. *Prerequisite:* ATEC-313 and ATEC-323. *Note:* MATH-211 or MATH-221 is recommended.

**ATEC-C 501 Digital Electronics (4)** A continuation of ATEC-500, with emphasis on the theory and principles of the digital audio signal. Primary subjects are digital filter design and implementation, DSP (Digital Signal Processing), and programming for DSP. Includes an introduction to transform methods and signal analysis techniques. Application considerations include storage and trans-

mission technologies and digital audio workstation design and use. Laboratory work consists of DSP hardware interfacing and programming, and quantitative signal and discrete system analysis. Usually offered alternate springs. *Prerequisite:* ATEC-500.

**ATEC-507 Digital Audio Workstation I (3)** An introduction to digital audio workstations. Includes I/O editing, mixing, synchronization, integration with other audio equipment, file management, and ear training. Usually offered every fall. *Prerequisite:* ATEC-420 or permission of the department.

**ATEC-508 Digital Audio Workstation II (3)** Continuation of ATEC-507. Includes CD premastering, advanced editing, advanced mixing, and integration with MIDI. Usually offered every spring. *Prerequisite:* ATEC-507.

#### Biology

##### Undergraduate Courses

**BIO-100/BIO-100G Great Experiments in Biology 5:1 (4)** The core of biology is the scientific experiment. This course, through lecture and laboratory, focuses on some classic experiments that introduce students to the modern study of biology and scientific method. Experiments include the molecular basis of mutation, separation of complex biologically important molecules, and the construction of demographic tables. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement, or concurrent enrollment in MATH-170 or MATH-211 or STAT-202.

**BIO-110/BIO-110G General Biology I 5:1 (4)** An in-depth introduction and exploration of the study of life from atoms, molecules, and organelles to the cellular levels of organization. Emphasis on cell structure and function, energetics and metabolism, the gene, molecular genetics, and evolution. The laboratory component introduces the scientific method and experimentation through the study of microbes, plants and animals. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in MATH-170 or MATH-211 or MATH-221. *Note:* this course is recommended for science majors, or pre-medical or honors students only.

**BIO-200/BIO-200G Structure and Function of the Human Body 5:2 (3)** The human organism as a paradigm for biological organization. The relationship between structure and function of organ systems. Disease processes in the context of normal physiology; social concerns from a biological perspective. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G.

**BIO-210/BIO-210G General Biology II 5:2 (4)** An exploration of the origins of planet Earth and life. Emphasis on the organismal and higher levels of biological organization. The diversity of life through a survey of the three domains, various kingdoms and their phylogenetic relationships. The form and function of plants and animals. A consideration of the interrelationships between organisms and environment. The laboratory component explores the diversity of life at the organismal and higher levels of biological organization. Studies include form and function of plants and animals, dissection of the rat, and selected systems. Usually offered every term. *Prerequisite:* BIO-110/BIO-110G. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G. *Note:* this course is recommended for science majors, or pre-medical or honors students only.

**BIO-220/BIO-220G The Case for Evolution 5:2 (3)** What is evolution, how and why does it occur, and what does it tell us about the world around us? This course reviews the process of evolution from

the initial organic soup that existed some four billion years ago to the relatively recent emergence of humans. It investigates why species change over time, both in their individual characteristics and their relative abundance, and examines how cultural and technological advances are influencing the current and future biological evolution of humans. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G.

**BIO-300 Cell Biology with Laboratory (4)** Integrated study of structure and function of eucaryotic cells, emphasizing their ultrastructure, biochemistry, and physiology. Lab consists of biological buffers, protein and DNA analysis, histology, and enzyme kinetics. Usually offered every fall. *Prerequisite:* BIO-210 and CHEM-210.

**BIO-340 Marine Biology (3)** Biology of marine organisms from a global perspective. Influence of geology, geography, currents, tides, waves, winds, salinity, and other parameters on the distribution of marine organisms. Plankton, nekton, infauna, epifauna, rocky shores, coral reefs, estuaries, beaches, and other environments. Marine ecology. Exercises using living and preserved marine invertebrates and fishes. Weekend field trips may be required. Usually offered alternate springs. *Prerequisite:* BIO-210 or BIO-240 and permission of the instructor.

**BIO-342 Marine Mammals (3)** An introduction to marine mammal ecology, social organization, behavior, acoustic communication, and conservation. The course focuses on marine mammals in U.S. waters, including bottlenose dolphin, right whale, gray whale, and West Indian manatee. Current periodical literature and text readings are the basis for discussions. Usually offered alternate springs. *Prerequisite:* BIO-100 or BIO-110 and BIO-210 or BIO-220.

**BIO-356 Genetics with Laboratory (5)** Basic genetic principles as revealed by classical and modern research methods. Patterns of gene transmission; gene structure, function, interactions, and mutation; chromosomal aberrations; nonchromosomal inheritance; biochemical genetics, and population genetics. Experiments illustrating basic genetic concepts, using materials from corn, drosophila, and humans. Usually offered every spring. *Prerequisite:* BIO-300 or permission of instructor.

**BIO-390 Independent Reading Course in Biology (1-6)** *Prerequisite:* permission of instructor and department chair.

**BIO-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**BIO-404 Biology of Plants with Laboratory (4)** An in-depth survey of plant structure and function, with emphasis on photosynthesis, development, physiology, and evolution. Usually offered alternate springs. *Prerequisite:* BIO-210 and CHEM-210.

**BIO-410 Invertebrate Zoology with Laboratory (4)** Structure, evolution, and physiology of invertebrate animals, including protozoans. Emphasis on helminths and other parasites, medically significant arthropods, and taxa of significance in aquatic biology. Laboratory emphasizes variety of taxa over types. Usually offered alternate falls. *Prerequisite:* BIO-210.

**BIO-423 Introduction to Ecology (3)** Fundamental principles of ecology, with emphasis on the interaction of organisms and their environment at the level of individuals, populations, and communities, including energy flow through and nutrient cycling within ecosystems. Application of ecological principles to current envi-

ronmental issues. Usually offered every spring. *Prerequisite:* BIO-210; calculus or statistics course is highly recommended.

**BIO-434 Vertebrate Anatomy with Laboratory (4)** Examination of the function, development, and evolutionary history of anatomical structures within vertebrates. Lectures and laboratory work include systematic and comparative analysis of different vertebrate species. Laboratory illustrates anatomical features in lower and higher vertebrates. Usually offered alternate falls. *Prerequisite:* BIO-210 and BIO-300, or permission of instructor.

**BIO-435 Vertebrate Physiology with Laboratory (4)** Properties and physiology of vertebrate organ systems are explored. Laboratory illustrates selected physiological principles and encourages scientific inquiry. Usually offered alternate falls. *Prerequisite:* BIO-300 or permission of instructor.

**BIO-440 Microbiology with Laboratory (4)** Introductory survey of the protists (with emphasis on bacteria): their morphology, physiology, metabolism, growth, and destruction, and their role in human welfare as agents of disease and environmental change. Laboratory techniques of straining, cultivation, isolation, and identification of microbes, with emphasis on bacteria. Experiments on physiology, metabolism, and physical-chemical effects on growth and death of microbes. Usually offered alternate springs. *Prerequisite:* BIO-300 and CHEM-310.

**BIO-490 Independent Study Project in Biology (1-6)** *Prerequisite:* permission of instructor and department chair.

**BIO-491 Internship (1-4)** *Prerequisite:* permission of instructor and department chair.

**BIO-497 Senior Honors Thesis I (3)** Student designed original laboratory or field research project. Usually offered every term. *Prerequisite:* Senior standing, honors program, permission of department.

**BIO-498 Senior Honors Thesis II (3)** Completion of student designed original laboratory or field research project. Results both written as scientific paper(s) and presented in departmental seminar. Usually offered every term. *Prerequisite:* BIO-497.

**BIO-499 Senior Seminar in Biology (3)** This seminar, required of all senior biology majors, challenges students to examine unifying principles of biology. Different subjects are presented in discussions, through faculty and guest speakers, readings, and individual student presentations. Usually offered every spring. *Prerequisite:* senior biology majors.

#### Graduate and Advanced Undergraduate Courses

**BIO-500 Advanced General Microbiology (3)** Structure and functional anatomy of prokaryotic cell walls and membranes; bacterial phototrophs, autotrophs, heterotrophs, their main pathways of degradative and synthetic metabolism; mechanisms of prokaryotic genetic exchange; and regulation of gene expression. *Prerequisite:* BIO-440.

**BIO-501 Mechanisms of Pathogenesis (3)** Infectious diseases of humans with emphasis on bacterial pathogens and the biology of the causative agents. Host-pathogens and the biology of causative agents. Host-parasite relationships, pathogenesis, immunology, and epidemiology are studied. Usually offered alternate springs (odd years). *Prerequisite:* BIO-440 or graduate standing.

**BIO-505 Introduction to Neurobiology (3)** A general introduction to basic neuroanatomy and neurophysiology, with discussions

of current issues in neuroscience. Intended for advanced undergraduates in biology or psychology pursuing a natural science curriculum, and for graduate students in biology and psychology. Usually offered alternate springs (even years). *Prerequisite:* BIO-300 or graduate standing or permission of instructor.

**BIO-520 Topics in Marine Zoology with Laboratory (3)** Topics vary by section, may be repeated for credit with different topic. An advanced marine zoology course dealing with ecology, evolution, systematics, morphology, and physiology of major taxonomic groups of marine organisms in particular ecosystems. Examples include fishes and fisheries science, marine birds, crustaceans, plankton, coral reefs, and marine mammals. Lectures are augmented by interactive laboratories, field observations, and research projects. Usually offered every spring. *Prerequisite:* BIO-340 or equivalent.

**BIO-541 Cellular Immunology (3)** Current concepts of the immune response at the cellular level. Structure and function of the T-lymphocyte, B-lymphocyte, macrophages, and ancillary cells. Theories of antibody diversity and the cellular basis of immunoglobulin formation. Cellular aspects of immunologic tolerance, hypersensitivity, surveillance, and clinical immunology. Review of the current literature. Usually offered alternate springs (odd years). *Prerequisite:* BIO-300 or graduate standing.

**BIO-550 Developmental Biology (3)** The descriptive morphology, physiology, biochemistry, genetics, and molecular biology of the developmental processes in a variety of organisms. Usually offered alternate springs (even years). *Prerequisite:* BIO-300, undergraduates must take BIO-551 concurrently.

**BIO-551 Developmental Biology Laboratory (1)** Training in embryo manipulation and study of prepared microscopic slides in order to illustrate developmental concepts. Usually offered alternate springs (even years). *Prerequisite:* BIO-300 and concurrent registration in BIO-550.

**BIO-562 Aquatic Field Methods (3)** Biological, chemical, and physical analysis of freshwater habitats such as springs, streams, and lakes. Students participate in several weekend field trips to conduct group projects and learn skills for geographic survey, chemical and physical examinations of water quality, rapid bioassessment protocols, taxonomic identification of aquatic flora and fauna, and statistical data analysis and presentation of results. Usually offered alternate falls (odd years). *Prerequisite:* BIO-423 and MATH-221 or STAT-202, or graduate standing in biology or environmental science, or permission of instructor.

**BIO-563 Terrestrial Field Methods (3)** Biological, chemical, and physical analysis of terrestrial habitats of the Eastern deciduous forest. Students participate in several weekend field trips to conduct group projects and learn skills for geographic survey of terrain using GPS, chemical and physical examinations of soil quality, field sampling techniques of flora and fauna, taxonomic identification of forest flora and fauna, and statistical data analysis and presentation of results. Usually offered alternate falls (even years). *Prerequisite:* BIO-423 and MATH-221 or STAT-202, or graduate standing in biology or environmental science, or permission of instructor.

**BIO-566 Evolutionary Mechanisms (3)** The genetic composition of populations and the theory and principles of natural selection. Species formation and differentiation in Darwinian and

neo-Darwinian theory. Evolution above the species level and current evolutionary concepts (such as sociobiology and catastrophe theory) are also considered. Usually offered alternate falls (odd years). *Prerequisite:* BIO-356.

**BIO-567 Evolutionary Ecology (3)** The ecology of organisms is made clear in the context of evolution and the study of evolution is greatly enriched by an understanding of the ecological circumstances in which evolution occurs. This course focuses on the interface between the two and the mathematical models involved. *Prerequisite:* BIO-423 and MATH-221.

**BIO-583 Molecular Biology (3)** An in-depth study of gene structure and expression. Concepts are described and illustrated further with examples and discussion of classic and current papers from the scientific literature. Includes DNA, RNA and protein synthesis, regulation of gene expression in prokaryotes and eucaryotes, nucleic acid structure, RNA processing, DNA binding proteins and transcription factors, oncogenes, transformation, mutations, DNA repair and recombination. Usually offered every fall. *Prerequisite:* BIO-356, CHEM-560 is recommended.

**BIO-590 Independent Reading Course in Biology (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**BIO-677 Special Topics in Developmental Biology (1-4)** Topics vary by section, may be repeated for credit with different topic. Current research topics such as nuclear-cytoplasmic interactions, cell surface in development, developmental aspects of carcinogenesis, and gene expression in development. Usually offered every spring. *Prerequisite:* permission of instructor.

**BIO-679 Topics in Evolutionary Biology (1-4)** Topics vary by section, may be repeated for credit with different topic. Current research topics such as molecular evolution, biochemical approaches to evolution, mathematical modeling of evolutionary processes, and the interaction of genetics, developmental biology, ecology, and evolutionary biology. Usually offered every spring. *Prerequisite:* permission of instructor.

**BIO-690 Independent Study Project in Biology (1-6)** *Prerequisite:* permission of instructor and department chair.

**BIO-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**BIO-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**BIO-697 Research Methodology in Biology (3)** Basic scientific research skills necessary for experimental design, data analysis, literature critiques, and disseminating results. Includes techniques for literature research, scientific writing including thesis proposal preparation, the use of statistical packages, and the preparation of an oral presentation for a thesis defense, seminar, or professional meeting. Usually offered every fall. *Prerequisite:* graduate standing in biology.

**BIO-790 Biology Literature Research (1-6)** Students conduct a literature search on some aspect of the biological sciences under the direction of their guidance committee, culminating in the submission of a review paper. Usually offered every term. *Prerequisite:* M.A. candidate in biology.

**BIO-797 Master's Thesis Research (1-6)** *Prerequisite:* M.S. candidate in biology.

# Chemistry

## Undergraduate Courses

**CHEM-100/CHEM-100G The Molecular World 5:1 (4)** A general introduction to chemistry leading to biochemistry and the chemistry of life. Study of the composition of materials, their structures and properties, related energy conversions, and the use of molecular genetic information. Questions of scientific inquiry and the scientific method in cultural and historical contexts are considered. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement, or concurrent enrollment in MATH-170 or MATH-211 or STAT-202.

**CHEM-110/CHEM-110G General Chemistry I 5:1 (4)** A general introduction to chemistry: the scientific method; atomic structure; stoichiometry and chemical reactions; heat changes; electronic structure of atoms; molecular geometry; and liquid, solid, gas, and solution chemistry. Provides a sound basis in concepts, vocabulary, and analytical problem solving. Related laboratory work covers the scientific method, measurements using scientific apparatuses, collection and manipulation of data, error analysis, and illustration of scientific principles. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement, or concurrent enrollment in MATH-170 or MATH-211 or STAT-202.

**CHEM-205/CHEM-205G The Human Genome 5:2 (3)** The human genome is the DNA book of life, containing information to create networks of proteins that construct a human being. The course discusses how the genome was read, how variants in DNA information are detected, and how interactions of networks of proteins are deciphered. Also, how this information changes views of disease, medical treatments, and our image of ourselves as a species. Can environmental factors override our genes (nurture vs. nature)? Substantial focus on ethical and social issues related to genetic testing, gene therapy, and our understanding of race. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G or PSYC-115G

**CHEM-210/CHEM-210G General Chemistry II 5:2 (4)** Oxidation-reduction reactions, reaction rates, equilibrium and its relation to thermodynamics, acid-base chemistry and its practical applications, electrochemistry, molecular bonding theory, and nuclear chemistry. Related laboratory work covers titration techniques, spectroscopic analysis, kinetics experiments, and introduction to qualitative and quantitative analysis. Usually offered every spring. *Prerequisite:* CHEM-110/110G. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G

**CHEM-220/CHEM-220G Environmental Resources and Energy 5:2 (3)** General discussion of the chemistry of our environment, including description of the ideal unpolluted environment and a historic view of pollution. Classes and interactions of pollutants with the environment are described. Emphasis is placed on understanding the chemistry of pollutants and how they affect our quality of life. Usually offered every term. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G

**CHEM-230/CHEM-230G Earth Sciences 5:2 (3)** Combines geology, geophysics, and geochemistry in describing the evolution of our planet, the deep structure of the earth, its plate tectonic evolution, and interaction of the crust with the hydrosphere, biosphere, and atmo-

sphere. Occasional laboratory demonstrations and field trips. Usually offered every term. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G.

**CHEM-250/CHEM-250G Criminalistics, Crime, and Society 5:2 (3)** This course presents the unique and challenging application of science to law. The focus is on the scientific aspects of criminal investigations and judicial process. The course includes an overview of forensic science, the identification of illicit drugs, fibers, hairs, accelerants, gun shot residues, and explosives by chemical analysis, as well as DNA profiling. Emphasis is placed on the techniques of sampling a crime scene and the use of physical evidence to help solve cases. Students learn how to unlock the mystery of crimes through application of physical and chemical techniques. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G.

**CHEM-310 Organic Chemistry I (3)** Systematic treatment of hydrocarbons, alkyl halides, alcohols, carbonyl compounds, acids, and their derivatives. Ionic and free radical reactions and stereochemistry. Usually offered every fall. *Prerequisite:* CHEM-210. Must be taken concurrently with CHEM-312.

**CHEM-312 Organic Chemistry I Laboratory (1)** Laboratory theory and practice in synthesis, separation, and purification of organic compounds. Introduction to separation techniques including thin-layer, column, and gas chromatography. Usually offered every fall. *Prerequisite:* Must be taken concurrently with CHEM-310.

**CHEM-320 Organic Chemistry II (3)** Aliphatic and aromatic compounds and electrophilic substitution; spectral methods; and nitrogen compounds and their derivatives. Introduction to polyfunctional compounds including amino acids, carbohydrates, lipids, and nucleic acids. Usually offered every spring. *Prerequisite:* CHEM-310; must be taken concurrently with CHEM-322.

**CHEM-322 Organic Chemistry II Laboratory (1)** Multistep syntheses; synthesis of polyfunctional compounds; introduction to infrared and nuclear magnetic resonance spectra; qualitative organic analysis. Usually offered every spring. *Prerequisite:* must be taken concurrently with CHEM-320.

**CHEM-330 Environmental Chemistry (3)** This course emphasizes that all parts of the environment are made up of chemicals, and that natural processes occurring in the environment all involve chemical reactions. As part of a description of the chemistry of the lithosphere, hydrosphere, and atmosphere, the composition of an unpolluted environment is presented, as well as techniques used by the EPA to measure pollutants. *Prerequisite:* CHEM-110.

**CHEM-350 Quantitative Analysis (3)** Theory of acid-base, complexation, precipitation, and redox equilibria; volumetric and gravimetric analyses; separations; statistical analysis of data; separation and analysis of complex mixtures. Usually offered alternate falls. *Prerequisite:* CHEM-210 and MATH-221; must be taken concurrently with CHEM-351.

**CHEM-351 Quantitative Analysis Laboratory (2)** Practice in classical analytical methods of analysis, including precipitation titrations and gravimetric analysis; neutralization titrations and potentiometric methods; oxidation, reduction, and complex formation titrations; and electrochemical methods. Computer-assisted statistical analysis of data. Usually offered alternate falls. *Prerequisite:* must be taken concurrently with CHEM-350.

**CHEM-390 Independent Reading Course in Chemistry (1-6)**

*Prerequisite:* permission of instructor and department chair.

**CHEM-392 Cooperative Education Field Experience (3-9)**

*Prerequisite:* permission of department chair and the Cooperative Education office.

**CHEM-398 Honors: Junior Year (1-3)** Independent chemical laboratory research project under the direction of a faculty advisor. Usually offered every fall. *Prerequisite:* CHEM-320/CHEM-322, and permission of department chair and university honors director.

**CHEM-399 Honors: Junior Year (1-3)** Independent chemical laboratory research project under the direction of a faculty advisor. Usually offered every spring. *Prerequisite:* CHEM-320/CHEM-322, concurrent registration in CHEM-507, a grade of B or better in CHEM-398 if taken, and permission of department chair and university honors director.

**CHEM-401 Geology (3)** Study of the interior and exterior of the earth and how it works. Focus is on the processes that shape the earth's surface: weathering, mass-wasting, water, wind, glaciers, and plate tectonics. The evolution of the earth including the impact of earthquakes, rock deformation, and landscape evolution. The import of the need for energy and mineral resources is also considered. Usually offered every third semester. *Prerequisite:* CHEM-110.

**CHEM-410 Biophysical Chemistry (3)** This physical chemistry course provides an introduction to quantum mechanics, statistical mechanics, thermodynamics, and kinetics applied to biological systems by using examples from the life sciences. Usually offered alternate falls. *Prerequisite:* CHEM-210 and MATH-221.

**CHEM-411 Biophysical Chemistry Laboratory (1)** Experiments illustrate practical applications of physical chemistry to biochemical and biological systems. Usually offered alternate falls. *Prerequisite:* must be taken concurrently with CHEM-410.

**CHEM-460 Instrumental Analysis (3)** Theory of optical and electroanalytical methods, including spectrophotometry, fluorometry, spectrography, and flame and atomic spectroscopy; ion-selective electrodes, polarography; amperometry; mass spectrometry; chromatography; electronics; radiometric techniques; isotope dilution; and neutron activation analysis. Analysis of errors. Usually offered alternate springs. *Prerequisite:* CHEM-320 and MATH-222, must be taken concurrently with CHEM-461.

**CHEM-461 Instrumental Analysis Laboratory (2)** Practice in methods of instrumental analysis including atomic absorption and emission spectroscopy; gas and high pressure liquid chromatography; nuclear magnetic resonance, ultraviolet, visible, infrared, and fluorescence spectroscopy; and measurements with ion selective electrodes. Usually offered alternate springs. *Prerequisite:* must be taken concurrently with CHEM-460.

**CHEM-490 Independent Study Project in Chemistry (1-6)**

*Prerequisite:* permission of instructor and department chair.

**CHEM-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**CHEM-498 Honors: Senior Year (1-3)** Independent chemical laboratory research project under the direction of a faculty advisor. Usually offered every fall. *Prerequisite:* CHEM-420, CHEM-460, a grade of B or better in CHEM-399 if taken, and permission of department chair and university honors director.

**CHEM-499 Honors: Senior Year (1-3)** Independent chemical laboratory research project under the direction of a faculty advisor.

A senior thesis must be written and the results of research presented at a departmental seminar. Usually offered every spring. *Prerequisite:* CHEM-498 with a grade of B or better if taken, prior or concurrent registration in CHEM-507, and permission of department chair and university honors director.

**Graduate and Advanced Undergraduate Courses**

**CHEM-501 Principles of Analytical Chemistry (3)** Spectroscopic and chromatographic techniques, electrochemistry, and data treatment. Usually offered alternate springs. *Prerequisite:* organic chemistry and quantitative analysis.

**CHEM-506 Human Physiological Chemistry (3)** Cell structure, structures and functions of amino acids, peptides, and proteins. Characteristics of blood, hemoglobin, and enzymes. Central metabolism and bioenergetics. Neurotransmission and muscle contraction. Metabolism of carbohydrates, fatty acids, lipids, and amino acids. Hormonal regulation. Experiments coordinated with the lectures. Does not fulfill requirements in either chemistry or biology degree programs. Usually offered every spring. *Prerequisite:* a year of general chemistry.

**CHEM-508 Human Biochemistry Laboratory (1)** Experiments related to clinical analysis of human biochemicals. Examines personal blood components, buffers, antacids, digestion, practical statistics, determination of blood hemoglobin, colorimetry, bioluminescence, enzymes, oral glucose tolerance testing, insulin, diabetes, hypoglycemia, determination of blood HDL cholesterol, lipoproteins, and heart disease. Usually offered alternate springs (odd years). *Prerequisite:* Biochemistry I and Biochemistry II (may be taken concurrently).

**CHEM-510 Advanced Physical Chemistry (3)** Advanced physical chemistry course covering quantum chemistry, molecular spectroscopy, group theory, and modern physical chemistry research topics. Usually offered alternate springs. *Prerequisite:* CHEM-410 and MATH-313.

**CHEM-511 Advanced Physical Chemistry Laboratory (2)** Experiments in quantum chemistry, spectroscopy, and physical chemical methods. Usually offered alternate springs. *Prerequisite:* must be taken concurrently with CHEM-510.

**CHEM-520 Advanced Organic Chemistry I (3)** Principles of physical organic chemistry. Bonding and conformational analysis; nucleophilic substitution at carbon, elimination and addition reactions; carbene chemistry, and cycloaddition reactions. Usually offered every fall. *Prerequisite:* organic and physical chemistry.

**CHEM-521 Advanced Organic Chemistry II (3)** Synthetic and mechanistic aspects of the chemistry of carbonyl compounds. Acylations, alkylations, and other condensations; oxidation and reduction reactions. Application of orbital symmetry correlations to organic reactions. Usually offered every spring.

**CHEM-535 Topics in Biological and Organic Chemistry (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include advanced techniques in QSAR and drug discovery. Usually offered alternate springs. *Prerequisite:* CHEM-460, CHEM-461, and CHEM-550.

**CHEM-540 Advanced Analytical Chemistry (3)** Modern techniques of chemical analysis: gas chromatography, high performance liquid chromatography, ion chromatography, mass spectroscopy,

Fourier transform infrared, atomic absorption spectroscopy, inductively-coupled plasma spectroscopy. Usually offered alternate falls. *Prerequisite:* CHEM-460 and CHEM-461.

**CHEM-550 Advanced Inorganic Chemistry (3)** Electronic structure of atoms, periodic trends, bonding and structure of covalent compounds, electronegativity, bonding and structure of coordination complexes, acids and bases, organometallic chemistry, and bioinorganic chemistry. Usually offered every fall. *Prerequisite:* physical chemistry.

**CHEM-552 Inorganic Chemistry Laboratory (1)** An introduction to classical inorganic chemical syntheses, purification methods, and analyses. Techniques utilized in the identification of compounds include Fourier transform infrared, ultra violet and visible,  $^1\text{H}$  nuclear magnetic resonance and mass spectrometry, and magnetic susceptibility measurements. Some synthetic procedures utilize an inert atmosphere approach. Usually offered alternate falls. *Prerequisite:* organic chemistry laboratory.

**CHEM-555 Topics in Inorganic and Analytical Chemistry (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include advanced techniques in NMR and mass spectrometry. Usually offered alternate springs. *Prerequisite:* CHEM-460, CHEM-461, and CHEM-550.

**CHEM-560 Biochemistry I (3)** Includes: origin of life; review of structures and functions of subcellular components and intracellular transport; water and hydrogen bonding; structures and functions of amino acids, peptides, and proteins; chemical synthesis, architecture, conformation, and dynamics of proteins; DNA and RNA structures and functions; DNA replication, the genetic code, transcription and translation; protein evolution; enzyme characteristics, kinetics, inhibition, transition-state analogs, and mechanisms; enzyme evolution and regulation; myoglobin, hemoglobin, allosteric, and sickle-cell anemia; structures and functions of lipids. Usually offered every fall. *Prerequisite:* one year of organic chemistry.

**CHEM-561 Biochemistry II (3)** Includes: metabolism, biogenetics, digestion, and glycolysis; the Krebs cycle, electron transport, oxidative phosphorylation and mitochondrial membrane transport; the pentose phosphate pathway, fatty acid oxidation, and amino acid degradation; gluconeogenesis, glycogen, carbohydrate metabolism, fatty acid synthesis, lipid synthesis, amino acid synthesis, transmethylation, and mononucleotide synthesis; integration of fuel metabolism and hormones; nucleic acids and viruses; DNA organization, replication, mutation, repair, and expression; molecular genetics and regulation of gene expression; antibodies; genetic engineering; biotechnological methods and cloning. Usually offered every spring. *Prerequisite:* Biochemistry I.

**CHEM-565 Introduction to Proteomics (3)** An introduction to genomics and protein production from genes. Includes protein activities and functions; networks of proteins and protein expression; structural biological method for determining protein structures and interactions of small molecules such as pharmaceuticals, with protein targets; and methods for identifying protein functions and protein-protein interaction networks. Usually offered alternate springs. *Prerequisite:* CHEM-560.

**CHEM-590 Independent Reading Course in Chemistry (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**CHEM-602 Research Method Design (3)** The development of laboratory skills and chemical communication. An introduction to labor-

atory safety, eye protection, and dealing with hazardous materials, and how to search literature indexes by formula and structure. Presentation of the purpose and strategy of research method design, and preparation of a research proposal. Usually offered every fall.

**CHEM-603 Chemical Characterization (3)** Presentation and practice of modern chemical techniques, including thin layer chromatography, analytical and preparative high pressure liquid chromatography, gas chromatography, ion chromatography, capillary electrophoresis, GC-MS and LC-MS, NMR, sample extraction and preparation techniques and methods used to standardize instruments. Usually offered every spring.

**CHEM-604 Advanced Laboratory Techniques (3)** Continuation of CHEM-603. The theory and practice of modern chemical research techniques including thin layer chromatography, analytical and preparative high pressure liquid chromatography, gas chromatography, ion chromatography, capillary electrophoresis, GC-MS and LC-MS, NMR, sample extraction and preparation techniques and methods used to standardize instruments. Usually offered every spring.

**CHEM-605 Research Seminar (3)** Continuation of CHEM-604. Presentation and practice of modern chemical techniques, including thin layer chromatography, analytical and preparative high pressure liquid chromatography, gas chromatography, ion chromatography, capillary electrophoresis, GC-MS and LC-MS, NMR, sample extraction and preparation techniques and methods used to standardize instruments. Students present a seminar describing the experimental results of their research project. Usually offered every spring.

**CHEM-671 Principles of Toxicology (3)** Basic principles of how chemicals, drugs, and natural products alter biological systems. Mechanisms and conditions under which harmful effects may occur are emphasized. Also considered are biological and chemical factors that influence toxicity; routes of administration; experimental design; special tests; statistical analysis of data; extrapolation of animal data to man; and regulatory aspects of toxicology. Usually offered alternate falls. *Prerequisite:* organic chemistry.

**CHEM-682 Toxicological Testing (3)** A survey of the principal methods used to assess the toxicity of chemicals, covering acute and chronic tests using animals and short-term in vitro alternatives that are being developed. The scientific basis of and limitations of each test are examined. Genetic toxicology is a special focus. Usually offered alternate springs. *Prerequisite:* CHEM-671 or permission of instructor.

**CHEM-690 Independent Study Project in Chemistry (1-6)** *Prerequisite:* permission of instructor and department chair.

**CHEM-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**CHEM-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and the Cooperative Education office.

**CHEM-700 Seminar in Chemistry (1)** Preparation and presentation of a paper of professional quality. Usually offered every fall and spring. *Prerequisite:* CHEM-507 and 12 graduate credit hours in chemistry.

**CHEM-751 Research Seminar in Toxicology and Biochemistry (3)** Topics vary by section, may be repeated for credit with different topic. Students deliver oral and written reports on various topics in contemporary toxicology, covering biological and chemi-

cal mechanisms of action of toxicants, testing methodology, and societal issues. Usually offered every spring.

### **CHEM-797 Master's Thesis Research (1-6)**

### **CHEM-799 Doctoral Dissertation Research (1-20)**

## **Communication**

Note: The program track or tracks of each undergraduate professional course are noted in the course descriptions below: (BJ) Broadcast Journalism, (PJ) Print Journalism, (PC) Public Communication, (VM) Visual Media. Communication and Media Studies courses are identified by (MS). Communication and Media Studies courses approved for print and broadcast journalism majors are identified by (JMS).

### **Noncredit Courses**

**COMM-033 Practicum in Non-Linear Editing (0)** A one-week intensive course designed to introduce basic concepts and applications of non-linear editing. Workshop format covers basic and intermediate non-linear editing skills on the Media 100 platform. Sessions are divided into interactive lecture, presentation and hands-on tutorials. *Prerequisite:* COMM-434 or COMM-634.

**COMM-070 Discover the World of Communication (0)**

Noncredit workshops in current practices and trends in the film, video, and television professions. High school students select courses in film and video production, direction, writing, design, and management, post-production editing, and other related fields. Small classes and active participation are stressed. Usually offered every summer.

**COMM-080 Film and Digital Institute Workshop (0)** Noncredit

workshops covering a variety of skills in both technical and business aspects of film and digital media. Usually offered every summer. *Prerequisite:* permission of school.

### **Undergraduate Courses**

**COMM-100/COMM-100G Understanding Mass Media 4:1 (3)**

Building on students' individual and collective experiences of mass media (print, film, radio, television, and digital media), this course analyzes American media institutions; their development and social role; the economic and political constraints they face; and their effect on us as a society and as individuals. Usually offered every term.

**COMM-102 Selected Topics in Leadership (1-2)** Topics vary by section, may be repeated for credit with different topic. Analyses of

topics in leadership in a global era, with special attention to communication skills, ethics, and current issues in media. *Prerequisite:* permission of school. Usually offered every summer.

**COMM-105/COMM-105G Visual Literacy 1:1 (3)** Introduces

students to ways of understanding visual images in a variety of contexts: art, media (including film, photography, television, graphic design), and drawing. Students learn about aesthetics as well as the production aspects of visual images; they discover intuitive dimensions of seeing as well as the major influence of culture on visual symbols and constructs. Usually offered every term.

**COMM-200 Writing for Mass Communication (3)** (BJ, PJ, PC,

VM) A course stressing basic writing techniques for informing a mass audience. Intensive practice in writing for mass media. Required of all school majors. Usually offered every term. *Prerequisite:* completion of College Writing and English Competency requirement.

**COMM-209 Communication and Society (3)** The central role

communication processes play in human life and society, with consideration of the practical ramifications as well as the theoretical im-

plications of communication. Communication process issues involving gender, race, culture, ethnicity, class, and conflict and power are also analyzed. Usually offered every term. *Prerequisite:* sophomore standing.

**COMM-210 Presentational Speaking (3)** Analysis, organization, and delivery of effective speeches. Strategies of audience analysis, researching issues, overcoming stage fright, managing visual aids, refining persuasive message development, mastering nonverbal communication, with video-taped feedback for a variety of speeches. Usually offered every spring. *Prerequisite:* admission to University Honors program. Note: students may not receive credit for both COMM-210 and COMM-310.

**COMM-270/COMM-270G How the News Media Shape History 2:2 (3)**

The impact that the print and broadcast news media have had on America. The role and value of a free press, always powerful and usually responsible. How radical writers helped start the American Revolution to how today's reporters influence contemporary political events. Usually offered every term. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G

**COMM-275/COMM-275G Dissident Media: Voices from the Underground 4:2 (3)**

The evolution and impact of alternative media as forces for social change. How dissident groups have used non-establishment media such as suffragist and Socialist journals, African-American and gay presses, counterculture tabloids, Christian-right newsletters, and the "zines" of the 1990s to organize and bring about reform. Also examines the power of communication, the interplay between media and society, and the complex role of politically dissident media in American history. Usually offered every term. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G

**COMM-280/COMM-280G Contemporary Media in a Global Society 3:2 (3)**

An exploration of the relationship between international communication and foreign policy, with an emphasis on the traditions, practices, legal aspects, government controls, and attitudes in various countries and their impact on freedom of thought and expression. Usually offered every fall. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G

**COMM-300 Interpersonal Communication (3)** Principles of interpersonal communication: communication models and systems;

the role of perception in communication; verbal and nonverbal message elements; and communication barriers, breakdowns, and methods of improvement. Classroom exercises in interviewing techniques, small-group problem solving, and public speaking. Usually offered every term. *Prerequisite:* COMM-200, COMM-205, COMM-301 (may be taken concurrently), and public communication major.

**COMM-301 Public Relations (3)** (PC) The nature and practice of public relations in organizations. Employee relations, media relations, community relations, and relations with other publics. Usually offered every term. *Prerequisite:* COMM-200 and COMM-209.

**COMM-310 Public Speaking (3)** (PC) Principles of effective

speaking. Practice in preparing and presenting several types of public address. Usually offered every term. *Prerequisite:* permission of the school; COMM-300 is required for public communication majors and recommended for all students. Note: students may not receive credit for both COMM-310 and COMM-210.

**COMM-320 Reporting (3)** (BJ, PJ) Fundamentals of news gathering, news writing, and news judgment for all media; study of news sources, fieldwork, research, and interview techniques. Usually offered every term. *Prerequisite:* COMM-200, COMM-205 and sophomore standing.

**COMM-322 Editorial Policies and Methods (3)** (PJ) Instruction and practice in editing. Copy editing, wire editing, and editorial judgment, deadline writing, and newspaper design and layout. Usually offered every term. *Prerequisite:* COMM-200, COMM-320, journalism major, and minimum 2.5 GPA.

**COMM-323 Computer Techniques for Communication Studies (3)** Combines training in computer skills necessary for modern communication professionals with readings and discussions geared toward critical analysis of new media technologies. Course covers use of Internet, basic computer-assisted research and reporting skills, computer-based communication, basic use of databases and spreadsheets, and the changing role of media in society. Usually offered every term. *Prerequisite:* COMM-200, COMM-205, and minimum 2.5 GPA.

**COMM-325 Feature Article Writing (3)** (PJ) Study of feature articles for newspapers, syndicates, magazines, and specialized publications; practice in research, interviewing, and writing, marketing and publication of articles. Usually offered every term. *Prerequisite:* COMM-200, COMM-205, COMM-320, and minimum 2.5 GPA.

**COMM-326 Sports Journalism (3)** The history of sports coverage and current issues in major sports. Examines legal, ethical, and social aspects including contract law, the relationship between hometown news media and local teams, women in sports, and the lure of sports heroes in a changing society. Usually offered every spring. *Prerequisite:* COMM-200 and minimum 2.5 GPA.

**COMM-327 The PR Presidency (3)** This course looks at the way public relations, communications, and the media have defined the modern presidency. Campaigning, governing, building public opinion, addressing the nation, making news—all are built on a foundation of public relations and image making, and all are examined in this course. Special attention is paid to the role of the media, especially television, in shaping the presidency. Usually offered every fall. *Prerequisite:* minimum 2.5 GPA.

**COMM-330 Principles of Photography (3)** (VM, PJ, PC) Introduction to basic technical and aesthetic principles of photography, from loading film into a 35mm camera to developing and printing final images. Students practice basic black and white laboratory work and basic color slide analog and digital utilization. Meets with COMM-630. Usually offered every term. *Prerequisite:* COMM-105 or ARTS-100, and visual media, graphic design, or multimedia design and development major.

**COMM-331 Film and Video Production I (3)** (VM) Fundamental technical and aesthetic considerations involved in visual media production. Through projects in audiotape, 35mm slides, and small format video that are critiqued in class, students learn the principles and procedures of sound recording and editing, cinematography, editing visual images, and preproduction planning. Meets with COMM-631. Usually offered every term. *Prerequisite:* COMM-105, sophomore standing, visual media or multimedia design and development major, and minimum 2.5 GPA.

**COMM-333 Fundamentals of TV and VTR (3)** (BJ) Procedures and techniques used in producing television news in the field and in the studio. Students are introduced to basics of lighting, audio techniques, video graphics, camera operations, field production, and vid-

eotape editing. Usually offered every term. *Prerequisite:* COMM-200, COMM-320, journalism major, and minimum 2.5 GPA.

**COMM-337 Public Relations Writing (3)** Principles and practice in writing skills development for major formats in controlled and uncontrolled media including news for print, radio, television, and on-line communications; public service announcements; features; internal communication programs; speeches and presentations; business media; and institutional advertising. Also covers AP style, editing, and critiques. Usually offered every term. *Prerequisite:* COMM-301 with a grade of B or better.

**COMM-346 Public Relations Case Studies (3)** (PC) Case studies and typical public relations problems in industry, labor, education, government, social welfare, and trade associations. Planning and preparation of communications materials for various media; application of public relations techniques. Usually offered every term. *Prerequisite:* COMM-301 with a B or better, public communication major, and minimum 2.5 GPA.

**COMM-350 Digital Imaging and Design (3)** An introduction to the technical aspects of digital imaging and basic techniques such as selection and retouching tools that challenges students to create effective visual communication designs. The courses includes how to effectively use layers, channels, and masks to edit and composite images with discussions focusing on creating and recognizing effective visual communication concepts and carrying out these concepts through design. Students should expect to spend additional time in the lab outside of the scheduled class time. Meets with COMM-650. Usually offered every term. *Prerequisite:* minimum 2.5 GPA and previous computer experience.

**COMM-352 Web Studio (3)** How to construct a web site from the ground up, including site planning, graphics creation, optimization, and publishing. Students use graphic development tools such as Macromedia Fireworks, as well as the web site editing tool Dreamweaver to turn their ideas into fully functional web sites. Students also study the web site development process, how to create an audience-driven creative brief and subsequent web site, and how to build and critique a site for maximum usability. Students should expect to spend additional time in the lab outside of the scheduled class time. Meets with COMM-652. Usually offered every spring. *Prerequisite:* previous computer experience.

**COMM-380 Public Communication Research (3)** (PC) Application of survey research methods to selected problems in public relations. Preparation of a research project for a Washington-area client. Usually offered every term. *Prerequisite:* COMM-301 with a B or better, public communication major, and minimum 2.5 GPA.

**COMM-382 Writing for Visual Media (3)** (VM) Techniques of writing scripts for film and television productions. Students write treatments and screenplays for television, proposals for public service announcements, commercials and scripts for nontheatrical film and video productions. Usually offered every term. *Prerequisite:* COMM-200, COMM-331, visual media or multimedia design and development major, and minimum 2.5 GPA.

**COMM-385 Broadcast Journalism I (3)** (BJ) Writing, reporting, and editing news for radio. Production of minidocumentary. Laboratory. Usually offered every term. *Prerequisite:* COMM-320, journalism major, and minimum 2.5 GPA.

**COMM-390 Independent Reading Course in Communication (1-6)** *Prerequisite:* permission of instructor and division director.

**COMM-391 Internship (3)** Prerequisite: junior standing, minimum 2.5 GPA, and permission of school.

**COMM-392 Cooperative Education Field Experience (3)** Prerequisite: permission of division director and Cooperative Education office.

**COMM-401 Legal Aspects of Communication (3) (MS)** Current legal problems; theory of controls in journalism, visual communication, television, and radio; libel suits, copyrights, and infringement. Usually offered every term. Prerequisite: permission of the school.

**COMM-425 Advanced Reporting (3) (P)** Students are introduced to the various reporting techniques involved in writing about local and federal governmental operations. Students write local and federal government news stories. Usually offered every term. Prerequisite: COMM-320, journalism major, and minimum 2.5 GPA.

**COMM-428 Broadcast Journalism II (3) (BJ)** Writing, reporting, editing, and producing news for television. Production of television field reports and newscasts on closed circuit television. Laboratory. Usually offered every term. Prerequisite: COMM-333, COMM-385, concurrent registration in COMM-432, journalism major, and minimum 2.5 GPA.

**COMM-432 Television Field Reporting (3) (BJ)** Advanced television news production. Students write, tape, edit, and produce field reports and a television minidocumentary. Usually offered every term. Prerequisite: COMM-333, COMM-385, concurrent registration in COMM-428, journalism major, and minimum 2.5 GPA.

**COMM-433 Broadcast Delivery (3) (BJ)** Concentrated analysis of and training in the delivery of news on radio and television. All facets of broadcast news styles and performance are examined and developed. Obstacles to effective communication of news by the voice are identified, and remedies are attempted. Meets with COMM-633. Usually offered every spring. Prerequisite: journalism major.

**COMM-434 Film and Video Production II (3) (VM)** Includes 16mm silent and small-format video location production. Emphasis is on planning, treatment and shot scripting, development of scene and character, location lighting, refinements of continuity, location sound recording, and visual design. Meets with COMM-634. Usually offered every term. Prerequisite: COMM-331, COMM-382 (may be taken concurrently), and minimum 2.5 GPA.

**COMM-435 Introduction to Studio Television (3) (VM)** A hands-on laboratory course to teach basic studio operation and production skills, including directing, lighting, crewing, engineering, and production planning. Students are required to work on a variety of studio formats. Usually offered every term. Prerequisite: COMM-105, visual media major, and minimum 2.5 GPA.

**COMM-437 Public Relations Portfolio (3) (PC)** Principles and practice in the major forms of media used in public relations: news releases, broadcast publicity and public service announcements, planning and publicity for special events, feature stories, house publications, and institutional advertising. Usually offered every term. Prerequisite: COMM-337, COMM-346, COMM-380, public communication major, and minimum 2.5 GPA.

**COMM-438 Production Practicum (1-3)** Topics vary by section, may be repeated for credit with different topic. Provides students with skills training in a variety of media production areas. Topics include non-linear editing, digital post production, location sound production, studio sound production and mixing, location lighting techniques, cinematography, digital authoring, and coding. Prerequisite: permission of school and minimum 2.5 GPA.

**COMM-450, COMM-451 Washington Journalism Semester Seminar I (4), II (4)** COMM-450 and COMM-451 are taken together, and explore journalism as it exists and is practiced in Washington, D.C. The seminar studies the people, institutions, and issues of Washington journalism with weekly guest speakers, field trips, readings, review sessions, and lectures. Usually offered every fall and spring. Prerequisite: admission to Washington Journalism Semester. Note: not open to American University communication majors.

**COMM-452 Washington Journalism Semester Internship (4)** Professional communication work in an off-campus organization, providing the student with experience not available in the curriculum. Usually offered every fall and spring. Prerequisite: admission to Washington Journalism Semester. Note: not open to American University communication majors.

**COMM-454 Motion Graphics and Effects I (3)** This course focuses on the creation of motion graphics using animation and compositing programs. Through discussions of concepts and design, students learn techniques to creatively use software tools to achieve dramatic and artistic effects. Current software and concepts used for cutting edge motion graphics and compositing in motion pictures, television, commercials, and music videos are introduced and examples of outside work are presented and analyzed in class. Students are encouraged to learn from each other's examples, problems, and solutions. Students should expect to spend additional time in the lab outside of the scheduled class time. Meets with COMM-654. Usually offered every term. Prerequisite: COMM-350 or GDES-220, and minimum 2.5 GPA; or permission of school.

**COMM-456 Dramatic Production (3) (VM)** Techniques of 16mm sound-film production: lighting, sound recording, cinematography, and post production. Meets with COMM-656. Usually offered every term. Prerequisite: COMM-434, COMM-382, visual media major, and minimum 2.5 GPA.

**COMM-464 Directing for Camera (3) (VM)** Examines the role of the director in the dramatic film and documentary film environments. The course focuses on creative and aesthetic concerns as well as technical knowledge and skills the director needs to function successfully as a storyteller. Includes discussions and demonstrations and guest speakers including directors and actors. Students undertake individual and group projects. Meets with COMM-664. Usually offered every fall. Prerequisite: COMM-382, visual media major, and minimum 2.5 GPA.

**COMM-470 Organizational Communication (3) (PC)** Communication practices in complex organizations. Formal and informal communication networks and problems associated with each. Forms of communication used in organizations. Field research project in a Washington-area organization.

**COMM-472 Nonverbal Communication (3) (PC)** Current research on the influence of biorhythms, artifacts, facial expressions, gestures, posture, space, time, and touch on human interaction. Opportunities for analysis and application of learned principles through in-class exercises, simulations, videotaped sessions, and off-campus field research. Usually offered every fall. Prerequisite: minimum 2.5 GPA and permission of school.

**COMM-475 Group Communication Management (3) (PC)** Current research on leadership, problem solving, decision making, deviant behavior, communication networks, and discussion techniques in small groups. Opportunities for application in videotaped sessions, role-playing exercises, and field research. Recommended in junior year. Usually offered every term. Prerequisite: COMM-300 and

public communication major *Prerequisite*: minimum 2.5 GPA and permission of school.

**COMM-486 Documentary Production (3) (VM)** An intermediate course in field video production. Includes script, directing, production skills (camera, light, and sound), post-production, and technical developments. Students work independently and in groups. Meets with COMM-686. Usually offered every term. *Prerequisite*: COMM-434 and minimum 2.5 GPA.

**COMM-490 Independent Study Project in Communication (1-6)** *Prerequisite*: permission of instructor and division director.

**COMM-491 Senior Professional Internship (3)** Professional communication work in an off-campus organization appropriate to the student's academic program. *Prerequisite*: senior standing with minimum major and overall GPA of 2.5, and permission of internship coordinator, instructor, and division director.

#### Graduate and Advanced Undergraduate Courses

**COMM-502 In-Depth Journalism (3) (MS) (JMS)** Introduces students to the history, purposes, power, and responsibilities of investigative journalism. Also introduces students to the specialized reporting and interviewing techniques of investigative reporting and requires students to develop these skills while participating in a group investigative journalism project. Usually offered every spring. *Prerequisite*: COMM-320 and permission of school.

**COMM-503 Broadcast Operations and Management (3) (MS)** The technical and historical development of American broadcasting, the managerial problems that affect operations of a broadcasting station, and the functional structure of American broadcasting. Usually offered every spring.

**COMM-504 Journalism Ethics (3) (MS) (JMS)** This course is about values—society's and those of American journalism. A wide range of ethical issues affecting the news business are raised, but there are no definite answers to many of the questions raised in this course. The class discusses the best way of resolving them and looks ahead to future ethical issues on the horizon. Usually offered every fall.

**COMM-505 History of Broadcast Journalism (3)** The sights and sounds of history as radio and television brought the news of the world to Americans. Study of the pioneers of the electronic news media and their influence on society, and the evolution of broadcast journalism from the 1930s to the 1970s. Usually offered every spring and summer.

**COMM-507 News Media in Britain (3)** Offered as part of the AU Abroad London Semester. An overview of the contemporary British media industry, its wider social and political contexts, and the historical development of the UK's distinctive media culture. The course explores the roles, functions, and practices of Britain's print and electronic media, including debates concerning content and structural regulation and implications for developing technology. Usually offered every term.

**COMM-508 The Media and Government (3) (MS) (JMS)** The president and the press, other Washington press corps-official relations, the quality of government news reporting and its effect on policy, issues of government information policy, control of the media, and journalists' First Amendment rights. Usually offered every spring.

**COMM-509 Politics and the Media (3) (MS) (JMS)** The role of the mass media in the electoral process. Includes examination of

candidates' use of the media to get elected and press and television reporting and analysis of political campaigns. Usually offered every fall.

**COMM-510 Women in Journalism (3) (MS) (JMS)** Examines women's historical and contemporary participation in print and broadcast journalism, including pioneering woman journalists of the eighteenth, nineteenth, and twentieth centuries, African-American women journalists, newswomen of the battlefield, and depictions of women journalists on film and television. Also covers contemporary issues facing women in journalism, and the portrayal of women in the news media. Usually offered every spring.

**COMM-511 History of Documentary (3) (MS) (JMS)** Development of the documentary form from early cinema to the digital era. Explores documentary in terms of aesthetic strategies, ethical issues, and economic and historical context. Usually offered every fall.

**COMM-512 Social Documentary (3)** Study of successful approaches to social action documentary, including museum display, development, conflict resolution, and advocacy. Students analyze case studies, learn economic and social context, and develop proposals for social documentary. Usually offered every spring.

**COMM-513 Producing Film and Video (3) (MS)** Nontheatrical film marketing and production management. Preliminary research and development of the film proposal; preparation of treatments, contracts, and budgets; cost analysis of production; and relationships between aesthetics and expenses. Use of Washington as a laboratory for marketing experience, including actual client contact. Usually offered every spring. *Prerequisite*: COMM-434 and COMM-382, or COMM-634 and COMM-682.

**COMM-514 Censorship and Media (3) (MS) (JMS)** A survey of the history of censorship in the U.S. in the newspapers, magazines, radio, movies, publishing, and television. International comparisons are drawn, and the problem of censorship in the schools is given special attention. Usually offered every fall.

**COMM-515 Media, Children, and Society (3) (JMS)** Social implications of media produced for children—TV, film, video, and the Internet. Course includes market research, industry analysis, policy framework, cultures of childhood, and media literacy. Usually offered every spring.

**COMM-516 Topics in Film and Media Arts (3) (MS) (JMS)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in the analysis of visual media and culture from a variety of perspectives, such as film and propaganda, film and ideology. Usually offered every term. *Prerequisite*: minimum 2.5 GPA.

**COMM-517 History of Cross-Cultural Cinema (3)** Cross-cultural analysis of film and video, drawing primarily on examples of feature production from Asia, Latin America, Africa, and the Middle East and focusing on the theme of cultural and ethnic identity. Film and video viewings, papers, lectures, and discussion. Usually offered every spring.

**COMM-520 History of Animation (3)** The history, theory, and practice of animating visual imagery, from Victorian motion toys to Disney and Hollywood's Golden Age to the contemporary boom in animation through computer-assisted technology. Critical examination of animation as a vehicle of entertainment, education,

commercial persuasion, and propaganda. Class projects demonstrate different animation techniques. Usually offered every fall.

**COMM-521 Opinion Writing (3) (PJ)** Supervised writing of editorials and opinion columns, to include reviews, analysis of editorials and other commentary; policies and practices of opinion writing in the mass media. Usually offered every spring. *Prerequisite:* junior standing and permission of the school.

**COMM-523 Intermediate Photography (3) (VM)** May be repeated for credit with different topic (photojournalism or fine arts). A refinement of photographic skills emphasizing a synthesis of craft and expression. Usually offered every fall (photojournalism) and spring (fine arts). *Prerequisite:* COMM-330 or COMM-630 and permission of the school.

**COMM-525 Advanced Photography (3) (VM)** May be repeated for credit, but not in the same term. Extensive individual projects, critiques, and professional guest speakers. In-depth exploration of specific themes and techniques based on the goals of each student, and leading toward a professional-level portfolio. Usually offered every spring. *Prerequisite:* COMM-523 and permission of the school.

**COMM-527 History of Photography (3) (MS) (JMS)** A survey of the development of photographic imagery from its advent in the early nineteenth century through contemporary twentieth century work. Emphasis is on viewing work in Washington galleries and museums. Usually offered every spring.

**COMM-529 Large Format and Commercial Photography (3) (VM)** May be repeated for credit but not within the same term. A professional skills course which introduces the 4x5 view camera and studio electronic flash. Both sections are integrated and explore the unique characteristics of the equipment through extensive technical and shooting assignments. Usually offered every spring. *Prerequisite:* COMM-523, minimum 2.5 GPA, and permission of the school.

**COMM-531 Political Communication (3)** Examines the role of communication in politics and advocacy and applies public communication principles to advocacy and political campaigns. Includes the role of media relations in politics, the impact of television on political discourse, political message development, political advertising, ethics in political persuasion, and the impact of political communication on our democratic institutions, as well as how to interpret public opinion, identify and reach constituencies, and develop political communication strategies. *Prerequisite:* minimum 2.5 GPA.

**COMM-532 Publication Layout and Design (3) (PC)** Layout, typography, design, and printing in planning and producing newspapers, magazines, books, brochures, and folders. Usually offered every term. *Prerequisite:* public communication major.

**COMM-533 Ethical Persuasion (3)** Provides students with an ethical context for the practice of public communication and a concept of the ethical issues surrounding the activities of the practitioner. Students have the opportunity to investigate America's value system, the values of American public relations and the relationship between public relations, the media, and business. Usually offered every fall.

**COMM-534 Race, Gender and the Media (3)** This course challenges students to develop critical skills in examining and analyzing the role of race and gender in the production, distribution and consumption of the American mass media. Students study these powerful institutions and their role in creating, reproducing and re-

inforcing racism and sexism. Focuses on media content and considers other social constructions including ethnicity, class, religion and sexual orientation. Usually offered every spring.

**COMM-535 Special Topics in News Media (3) (MS) (JMS)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in the analysis and working methods of specialized areas of the news media.

**COMM-536 Entertainment Communication (3)** Examines the role of public relations and mass media in the entertainment industry. It explores all aspects of communication in the entertainment world, including publicists, press agents, promotion, audience research, awards competitions, music sales, and opening nights. Practical insights into entertainment PR are combined with an analysis of celebrity in American life and in the entertainment industry's role in our culture. Usually offered every spring.

**COMM-537 Sports Communication (3)** Examines the role of public relations and mass media in sports communication. The role of sports in American society and how publicists, agents, and sports marketers perform their jobs at all levels of sports. Hands-on training in the tools and technology of sports PR is combined with an analysis of the public's relationship with athletes and sports. Usually offered every spring.

**COMM-538 Contemporary Media Issues (3) (MS) (JMS)** Examination of investigative reporting, the "new journalism" and other controversial developments affecting the news media. Assessment of how well the press informs the public. Usually offered every fall.

**COMM-539 International Public Relations (3)** The forces of globalization have created a necessity and opportunity for international PR programs. Given the newness of truly international programs, prospective practitioners must gain expertise in cultural sensitivity, knowledge of business cultures, and realistic expectations. The course covers global firms, local agencies, case studies, and PR practices around the world. Usually offered every spring.

**COMM-540 Social Marketing (3)** This course explores the principles of social marketing and compares them to other areas of specialization in public communication. Students study consumer research techniques and the definitions of social marketing, applies these principles to develop a communication strategy, and analyzes social marketing and public communication campaigns.

**COMM-541 Crisis Communication (3)** This course examines the nature of issue and crisis management from the strategic communication perspective. Students study various issues, risk and crisis situations, as well as the current literature on strategic issue, risk, and crisis communication methods. Students develop a crisis communication plan for a chosen organization. *Prerequisite:* COMM-301 or COMM-640, or permission of the school.

**COMM-542 Media Relations (3)** This course provides students with a foundation of the principles and practices of media relations. The material covers a range of the practical skills necessary to become an ethical and effective PR representative. *Prerequisite:* COMM-301 or COMM-640.

**COMM-545 Business and Economic Journalism (3) (MS) (JMS)** Current economic and business issues and their coverage by the news media. The performance of the media in providing the necessary depth of business and economic reporting. How journalists can improve their knowledge and skills. Usually offered every spring. *Prerequisite:* permission of the school.

**COMM-546 Foreign Policy and the Press (3) (MS) (JMS)** The role of the American news media in the coverage of foreign policy issues. Philosophical issues include whether freedom of the press is adequately exercised in the foreign policy field and whether the national media sometimes serve as propagandists for the United States government. Students should be prepared to engage in adversarial debates over key issues. Usually offered every spring.

**COMM-547 Great Books in U.S. Journalism (3)** Focus is on the development and interrelationship between literature and journalism and the role of noted authors whose works influenced social, cultural, and political affairs through the portrayal of human experiences. Students are required to read books representative of the genre, compose essay reviews, and offer oral commentaries on the readings.

**COMM-548 Global Journalism: Issues and Trends in the Twenty-First Century (3)** The critical issues facing journalists and the news media on a global scale. Examines diversity of international news media and focuses on trends such as the power and influence of global media moguls, the threats of violence and detention that confront journalists around the world, and the role of the news media in the process of political change. Usually offered every spring.

**COMM-549 Topics in International Media (3)** Topics vary by section, may be repeated for credit with different topic. In-depth analysis of regions or countries and their media systems with emphasis on regional issues regarding the evolution of the media and its interaction with culture and politics.

**COMM-550 Financing and Marketing Independent Productions (3)** The non-theatrical film, television, and video industries are multifaceted, dynamic, and enormously complex. This course teaches film and video producers how to finance and market their productions. The course examines different financing and cost recuperation mechanisms that programmers use in building their programming lineup. The focus is on contract production, co-production, and production acquisition as typical deal structures used by major programmers. Usually offered every fall.

**COMM-558 Survey of American Cinema (3) (MS)** Origins and historical development of American cinema, specifically the theatrical feature-length fiction film from the nineteenth century to 1970. Hollywood films as mythic representations of the way Americans viewed themselves. Films are screened, discussed, and criticized. Screenings are scheduled in addition to class sessions. Usually offered every fall.

**COMM-561 Advanced Writing for Film (3) (VM)** May be repeated for credit but not in the same term. Emphasizes theatrical film scriptwriting. Students are expected to write a feature-length screenplay during the course of the semester. Students also read and review professionally-written screenplays. Usually offered every spring. *Prerequisite:* COMM-382 or COMM-682 or LIT-402.

**COMM-562 Advanced Writing for Television (3) (VM)** May be repeated for credit but not in the same term. A workshop that simulates the collaboration experience of a studio writing staff. Students learn to pitch and develop stories for ongoing prime-time shows while polishing skills in story development and characterization. A portfolio-quality "spec" script is the end product. Usually offered every fall. *Prerequisite:* COMM-382 or COMM-682 or LIT-402.

**COMM-565 Advanced Visual Media Portfolio (3)** May be repeated for credit, but not in the same term (graduate students only).

Students pursue in-depth visual media projects for their professional portfolios. The course is multi-visual media; students may work in still, moving, or digital image, or any combination of media in which they are proficient. This course serves as a senior thesis project for undergraduate students. Most class participants produce two projects during the semester. Group critiques are required. Usually offered every spring. *Prerequisite:* COMM-456 or COMM-486 or COMM-523 or COMM-656 or COMM-686, and visual media major or admission to graduate film program.

**COMM-567 Communication and Social Change (3)** An intensive, hands-on course for film and media arts, journalism, and public communication students to develop a social issue media campaign. The primary goal of the class is the production of various forms of communication media to address a major social issue. *Prerequisite:* COMM-301 or COMM-320 or COMM-331/631 or COMM-640 or COMM-724.

**COMM-570 Film and Digital Media Institute (1-6)** Topics vary by section, may be repeated for credit with different topic. Current practices and trends in the film, video, and television professions. Offered on weekends and evenings during the summer, the institute schedule allows students to select courses in film and video production, direction, writing, design, and management, post-production editing, and other related fields. Small classes and active participation are stressed. Usually offered every summer. *Prerequisite:* permission of school.

**COMM-571 Production Planning and Management (3)** How to administer and manage both large and small productions through script breakdown, stripboarding, scheduling, budgeting, location shooting, and dealing with unions and talent agents. Discussion of the field as a career, and how to apply business-like approaches to motion pictures, television programs, and videotape documentaries.

**COMM-584 Film Technology and Practice (6) (VM)** Part of the AU Abroad Semester in Prague. Introduction to concepts in visual communication through the use of still picture, Hi-8 video, and 16mm non-sync sound film in color. Camera technology, exponometry, studio lighting, editing and sound recording, accompanied by analytical screenings and site visits to labs, with a series of sessions with supervising directors, and script consultations. Students edit work-print and magnetic sound on final films. Usually offered every term. *Prerequisite:* COMM-330 or COMM-630, COMM-331 or COMM-631 and admission to Prague Semester program. *Note:* may substitute for required courses COMM-331 and COMM-434 for undergraduate visual media majors.

**COMM-585 Directing (3) (VM)** Part of the AU Abroad Semester in Prague. Introduces students to the field of film directing through a series of seminars with the most important film directors in the Czechlands. The roots of film as art, casting, choosing a crew, directing for dramatical impact, large scenes and extras, the documentary and avant-garde, use of sound and counterpoint, directing the short film and problems of inspiration. Usually offered every term.

**COMM-586 History of Czech Cinema (3) (VM)** Part of the AU Abroad Semester in Prague. Through viewing and lectures by some of the most important films and filmmakers in the Czechlands, the course covers the areas of film history most notable to the development of film language in Bohemia: the influ-

ences of realism and neorealism, the Czech New Wave and its aftermath, the avant-garde, the animated film, the FAMU Film School Phenomenon, and the short film. Usually offered every term.

**COMM-587 Screenwriting (3) (VM)** Part of the AU Abroad Semester in Prague. In this writing workshop students are given assignments to write scenes and scripts for short films and analyze films and scenes to learn the basis of dramatic principles, story patterns and genres. The final project is a script for a short film. Usually offered every term. *Note:* may substitute for required course COMM-382 for visual media majors.

**COMM-590 Independent Reading Course in Communication (1-6)** *Prerequisite:* permission of instructor and division director.

**COMM-599 Media, Technology and Society (3) (MS) (JMS)** The latest developments in, and the social and legal issues of, communication technology, including text-editing computer systems, word processors, cable, satellites, videotext, and teleconferencing. Usually offered every spring. *Prerequisite:* permission of the school.

#### Graduate Courses

**Note:** When 300- or 400- and 600-level courses meet together, graduate-level assignments and higher expectations regarding performance are required of students at the 600 level.

**COMM-050 Principles and Practice of Journalism (0)** An intensive introduction to news reporting and news writing designed to prepare nonjournalists for the weekend graduate program in journalism. Introduces students to governmental principles essential for reporting on public affairs. Usually offered every summer. *Prerequisite:* permission of school.

**COMM-601 Legal Aspects of Communication (3)** Current legal problems; theory of controls in journalism, visual communication, television, and radio; libel suits, copyrights, and infringement. Usually offered every fall.

**COMM-617 Direct Media (3)** Examination of the theory and practice of communication presentation through direct media, especially, but not exclusively, mail and telephone, to achieve political, fundraising, marketing, and social change objectives. Usually offered every summer. *Prerequisite:* permission of the school.

**COMM-621 Advanced Editing (3)** Students edit news and feature stories. Emphasis is on the dynamics of stories and the refinement of stories for publication. Students learn and practice the techniques used in producing a final printed product. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

**COMM-623 Computer Techniques for Communication Professionals (3)** Provides training in computer skills and social and ethical analysis of new mass communication technologies. Includes hands-on training and rigorous examination of the social and political impact of new media technologies. Course covers use of Internet and other online resources, basic use of bibliographic and statistical databases in the news business, and examination of the impact of computers and broadband technologies on mass communication and society at large. Usually offered every spring. *Prerequisite:* permission of the school.

**COMM-624 Principles and Practice of Journalism (3)** An intensive introduction to news reporting and news writing. Includes

extensive field work reporting on local government and federal government. Introduces students to governmental principles essential for reporting on public affairs. Designed to prepare nonjournalists for the full-time graduate program in journalism and public affairs. Usually offered every summer. *Prerequisite:* admission to graduate journalism program.

**COMM-630 Principles of Photography (3)** Introduction to basic technical and aesthetic principles of photography, from loading film into a 35mm camera to developing and printing final images. Students practice basic black and white laboratory work and basic color slide analog and digital utilization. Meets with COMM-330. Usually offered every term. *Prerequisite:* permission of the school.

**COMM-631 Film and Video Production I (3)** Fundamental technical and aesthetic considerations involved in visual media production. Through projects in audiotape, 35mm slides, and small format video that are critiqued in class, students learn the principles and procedures of sound recording and editing, cinematography, editing visual images, and preproduction planning. Meets with COMM-331. Usually offered every term. *Prerequisite:* admission to graduate film program.

**COMM-632 Television Field Reporting (3)** Instruction in production of television news packages. Merging of script, videotape, and graphics into the final product. Supervision of shooting and editing. Usually offered every term. *Prerequisite:* permission of the school.

**COMM-633 Broadcast Delivery (3)** The effective delivery of news on radio and television. Examination and analysis of individual student problems with extensive practice sessions to solve them. Meets with COMM-433. Usually offered every spring. *Prerequisite:* COMM-721.

**COMM-634 Film and Video Production II (3) (VM)** Includes 16mm silent and small-format video location production. Emphasis is on planning, treatment and shot scripting, development of scene and character, location lighting, refinements of continuity, location sound recording, and visual design. Meets with COMM-434. Usually offered every term. *Prerequisite:* admission to graduate film program.

**COMM-635 Introduction to Studio Television (3)** A hands-on laboratory course to teach basic studio operation and production skills, including directing, lighting, crewing, engineering, and production planning. Students are required to work on a variety of studio formats. Usually offered every term. *Prerequisite:* admission to graduate film program.

**COMM-636 Washington Reporting (3)** Field coverage of people, organizations, and events in the Washington area concerned with domestic or international affairs. In-depth story development, feature writing, and editing. Usually offered every spring and summer. *Prerequisite:* permission of the school.

**COMM-638 Production Practicum (1-3)** Topics vary by section, may be repeated for credit with different topic. Provides students with skills training in a variety of media production areas. Topics include non-linear editing, digital post production, location sound production, studio sound production and mixing, location lighting techniques, cinematography, digital authoring, and coding. *Prerequisite:* permission of school.

**COMM-640 Principles of Strategic Communication (3)** Examines the strategic elements of public communication strategies with

focus on communication campaigns, public opinion, the media, the role of research, audience identification, message development, and communicating to various publics. Explores the role of strategic communication in society, politics, culture, business and various other institutions, and examines the ethics of persuasion. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

**COMM-642 Public Communication Management (3)** Provides practical and theoretical experience in strategically planning and managing the public relations process. Conceptual and analytical skills include understanding the management of people, resources and organizational processes. Includes leadership skills, budget and proposal development, decision making, ethical and organizational considerations, and managing in culturally diverse environments. Usually offered every spring. *Prerequisite:* admission to graduate public communication program.

**COMM-644 Public Communication Writing (3)** Explores writing for strategic communication and the relationship among audience, message structure and medium. Develops practical skills in the preparation of news releases, pitch letters, brochure copy, speeches, web site materials, opinion pieces, broadcast applications, magazine features, and advertising copy. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

**COMM-646 Public Communication Practicum (3)** Applies the principles and skills from other strategic public communication courses to practical case study experiences. As the culminating skills component of the graduate program, students produce a professional portfolio for a client that may include media promotional items, broadcast applications, direct mail and web-based products, as well as newspaper, newsletter, magazine materials and other communication products. Usually offered every spring. *Prerequisite:* admission to graduate public communication program.

**COMM-650 Digital Imaging and Design (3)** An introduction to the technical aspects of digital imaging and basic techniques such as selection and retouching tools that challenges students to create effective visual communication designs. The course includes how to effectively use layers, channels, and masks to edit and composite images with discussions focusing on creating and recognizing effective visual communication concepts and carrying out these concepts through design. Students should expect to spend additional time in the lab outside of the scheduled class time. Meets with COMM-350. Usually offered every term. *Prerequisite:* previous computer experience.

**COMM-652 Web Studio (3)** How to construct a web site from the ground up, including site planning, graphics creation, optimization, and publishing. Students use graphic development tools such as Macromedia Fireworks, as well as the web site editing tool Dreamweaver to turn their ideas into fully functional web sites. Students also study the web site development process, how to create an audience-driven creative brief and subsequent web site, and how to build and critique a site for maximum usability. Students should expect to spend additional time in the lab outside of the scheduled class time. Meets with COMM-352. Usually offered every spring. *Prerequisite:* previous computer experience.

**COMM-654 Motion Graphics and Effects I (3)** This course focuses on the creation of motion graphics using animation and compositing programs. Through discussions of concepts and design, students learn techniques to creatively use software tools to achieve dramatic and artistic effects. Current software and concepts used for

cutting edge motion graphics and compositing in motion pictures, television, commercials, and music videos are introduced and examples of outside work are presented and analyzed in class. Students are encouraged to learn from each other's examples, problems, and solutions. Students should expect to spend additional time in the lab outside of the scheduled class time. Meets with COMM-354. Usually offered every term. *Prerequisite:* COMM-650 or permission of school.

**COMM-656 Dramatic Production (3)** Techniques of 16mm sound-film production: lighting, sound recording, cinematography, and post production. Meets with COMM-456. Usually offered every term. *Prerequisite:* COMM-634, COMM-682, and admission to graduate film program.

**COMM-664 Directing for Camera (3)** Examines the role of the director in the dramatic film and documentary film environments. The course focuses on creative and aesthetic concerns as well as technical knowledge and skills the director needs to function successfully as a storyteller. Includes discussions and demonstrations and guest speakers including directors and actors. Students undertake individual and group projects. Meets with COMM-464. Usually offered every fall. *Prerequisite:* COMM-631 or COMM-635, COMM-682 and admission to graduate film program.

**COMM-671 Media Enterprise I: Establishing the Enterprise (3)** Provides the fundamental knowledge needed for film and video producers in the non-theatrical market operating as small business entrepreneurs. Establishing a media production company: creating a business plan, basic economics of the media business, finding investors and/or partners, ways of structuring the enterprise, finding and using legal and accounting services, decisions that effect basic overhead costs, taxes, accounting practices, and personnel considerations. Usually offered every summer.

**COMM-672 Media Enterprise II: Managing the Enterprise (3)** This course follows COMM-671 and provides students with the knowledge necessary to manage a media production company. Includes cost and cash management, personnel, business communications, networking, negotiating, marketing, distribution of media products, the advantages and disadvantages of expansion, and knowing when to stay with or alter the business plan. Usually offered every fall.

**COMM-682 Writing for Visual Media (3)** Techniques of writing scripts for film and television productions. Students write and criticize assignments. No production is involved in this course. Usually offered every fall. *Prerequisite:* admission to graduate film program.

**COMM-686 Documentary Production (3)** An intermediate course in field video production. Includes script, directing, production skills (camera, light, and sound), post-production, and technical developments. Students work independently and in groups. Meets with COMM-486. Usually offered every term. *Prerequisite:* COMM-634.

**COMM-690 Independent Study Project in Communication (1-6)** *Prerequisite:* permission of instructor and division director.

**COMM-691 Graduate Internship (3)** Professional communication work in an off-campus organization appropriate to the student's academic program. *Prerequisite:* permission of division director.

**COMM-692 Cooperative Education Field Experience (3-6)**

*Prerequisite:* permission of division director and Cooperative Education office.

**COMM-701 Graduate Seminar in Film Theory and Practice (3)**

The seminar focuses on the development of film theory and criticism. The work of Arnheim, Eisenstein, Kracauer, Bazin, Mitrý, and Metz are studied as primary sources. The relationship between theory and production is examined and applied to analysis of specific films. Usually offered every spring. *Prerequisite:* permission of the school.

**COMM-702 Master's Portfolio Seminar (1-6)**

Independent work toward project in lieu of thesis for students in the graduate film programs. Consult graduate program director for registration and participation requirements. Usually offered every term. *Prerequisite:* permission of the school.

**COMM-710 Seminar in Public Affairs (3)**

Current issues in the making of domestic, international, and economic public policy in Washington with emphasis on the role of the media. Includes a major reporting project. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

**COMM-711 Teaching Seminar in Media Arts (3)**

Provides M.F.A. in Film and Electronic Media candidates with an overview of teaching philosophies, course management issues, curriculum issues in communication, academic culture, and related institutions significant to the teaching of visual media. Reading projects, class lecture, and discussion are balanced with teaching experience.

Usually offered every fall.

**COMM-720 Seminar in Journalism (3)**

Examines ethical and economic issues affecting the press and initiates studies to add to the literature of media criticism. Students become acquainted with team journalism and magazine writing through in-depth projects focusing on press issues. Usually offered every spring. *Prerequisite:* COMM-724.

**COMM-721 Broadcast News I (3)**

Problems, policies, and practices of the broadcast news media. Emphasis on radio news writing, production, editing, reporting, and broadcasting. Production of audio minidocumentaries. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

**COMM-722 Broadcast News II (3)**

Guidance and training in television news, including producing, writing, and editing for TV newscasts; reporting in the field and production of news packages. Team-produced TV documentaries or domestic or international issues. Usually offered every spring. *Prerequisite:* COMM-721.

**COMM-724 Reporting of Public Affairs (3)**

Advanced training in writing news as a Washington correspondent with emphasis on the coverage of domestic, international, and economic public policy issues. Usually offered every fall. *Prerequisite:* admission to graduate journalism program.

**COMM-735 Communication Theory (3)**

Survey of relevant theories of public communication, including theories of interpersonal communication, persuasion, public relations, public opinion, mass communication and media studies. Also includes theories of research methodologies and their application to public communication practices. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

**COMM-738 Research Methods in Communication (3)**

This course is an introduction to quantitative and qualitative research

methods in communication. Students use research for program management, planning, diagnosing, and evaluating public relations programs. Includes development of theoretical rationales and research questions; measurement; sampling; survey and experimental design, content analysis, focus groups and in-depth interviews, data analysis techniques, interpretation of results, and emerging trends in research. Usually offered every fall. *Prerequisite:* admission to graduate public communication program.

**COMM-744 Public Communication Seminar (3)**

The capstone project employs what students have learned about the processes and effects of public communication by developing and supporting a thesis statement, advancing an idea, researching, and writing or creating their final product. Students are advised to gear their scholarly, creative, or journalistic work for publication or professional presentation. Usually offered every spring. *Prerequisite:* admission to graduate public communication program.

**COMM-797 Master's Thesis Seminar (1-3)**

*Prerequisite:* permission of the school.

---

**Computer Science****Undergraduate Courses****CSC-100 Computers and Information (3)**

A first course for studying computers and information. Provides a foundation for using computers in other courses and curricula for research, communication, and writing. Hands-on experience in productivity

enhancement, software, hardware, systems development, uses of the Internet and World Wide Web, and future directions and trends for computers and information. Usually offered every term.

**CSC-210 Creativity and Computers (3)**

This course explores how computers enhance the creative process in virtually every aspect of the arts. Examples include computer graphics, multimedia comput-

ing in literature and art, synthetic music, and virtual reality systems for simulating stage productions. Usually offered every term.

**CSC-280 Introduction to Computer Science I (4)**

Problem solving and algorithm development. Structured programming, basic data types, and canonical structures; arrays and subprograms; recursion. Social implications of computing. Elementary applications from business and science. Usually offered every term. *Prerequisite:* MATH-15x or equivalent, and CSC-100.

**CSC-281 Introduction to Computer Science II (3)**

Continuation of problem solving. Emphasis on larger programs built from modules. Introduction to abstract data structures: stacks, queues, graphs, and trees and their implementations and associated algorithms. Elementary numerical methods. Usually offered every term. *Prerequisite:* CSC-280.

**CSC-282 Assembly-Language Programming (3)**

Basic concepts of computer architecture and organization. Assembly-language programming: instruction formats, addressing techniques, macros, and input/output. Program segmentation and linkage. The assembly process. Usually offered every term. *Prerequisite:* ITFC-234 or CSC-280.

**CSC-310 Introduction to Geographic Information Systems (3)**

A geographic information system (GIS) is a system of hardware, software, data, people, organizations, and institutional arrangements for collecting, storing, analyzing, and disseminating information about areas of the earth. This course provides an introduction to GIS, GIS software, and GIS applications. Usually offered every fall. *Prerequisite:* completion of the College Writing

and English Competency Requirement, and familiarity with spreadsheets, e-mail, and the World Wide Web.

**CSC-330 Organization of Computer Systems (4)** Logical circuit design, integrated circuits and digital functions, data representation, register transfer operations and microprogramming, basic computer organization, the central processor, and arithmetic operations. Usually offered every term. *Prerequisite:* completion of the College Writing and English Competency Requirement, and ITEC-234 or CSC-280.

**CSC-350 Introduction to Discrete Structures (3)** Introduction to mathematical subjects required in computer science, such as graphs, sets and relations, logic, and recurrence. Usually offered every spring. *Prerequisite:* completion of the College Writing and English Competency Requirement, MATH-15x, and CSC-280.

**CSC-390 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

**CSC-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**CSC-432 Introduction to Simulation and Modeling (3)** Design, implementation, and analysis of simulation models for dynamic continuous systems. Emphasis on continuous physical systems and analysis of their dynamic behavior from deterministic physical models. Overview of numerical integration algorithms in simulation. Introduction to difference equations and chaotic system behavior and simulation systems such as SIMULINK/MATLAB. *Prerequisite:* CSC-280, and MATH-211 or MATH-221.

**CSC-435 Web Programming (3)** This course presents and applies the web programming languages (HTML, DHTML, Javascript, Coldfusion), tools, and techniques used to develop professional websites. The course moves step-by-step through the processes involved in planning, designing, launching, and maintaining successful web sites, with an emphasis on teamwork. Usually offered every term. *Prerequisite:* completion of the College Writing and English Competency Requirement, and ITEC-234 or CSC-280.

**CSC-438 PL/SQL Database Programming (3)** This course focuses on creating and manipulating databases using PL/SQL programming language for Oracle<sup>TM</sup> databases. Includes on-line SQL as well as batch programs using PL/SQL features such as IF statements, loops, stored procedures/functions, tables, cursors, stored packages, and stored triggers in creating and maintaining Oracle<sup>TM</sup> databases. Usually offered every summer. *Prerequisite:* completion of the College Writing and English Competency Requirement, and CSC-280 or ITEC-234, and familiarity with databases.

**CSC-442 Client-Server and Distributed Information Systems (3)** Current methods for analyzing and developing client-server systems and distributed information systems including: communication networks to support client-server architectures; international standards; concepts of hardware, software and data distribution; layered architectures; role of client, server, and middleware; data and transaction management in client-server environments; tools; and systems development. Usually offered every fall. *Prerequisite:* completion of the College Writing and English Competency Requirement, either CSC-330 or ITEC-455, and CSC-570.

**CSC-490 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**CSC-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate and Advanced Undergraduate Courses

**CSC-510 Legal Issues in Computing (4)** Copyright, patent, contract, tort, antitrust, privacy, and telecommunications issues. Usually offered every fall. *Prerequisite:* junior standing.

**CSC-520 Algorithms and Data Structures (4)** Design and analysis of efficient algorithms. Implementation and manipulation of data structures, including linked lists, stacks, queues, trees, and graphs. Memory management. Internal and external searching and sorting. Usually offered every term. *Prerequisite:* CSC-281 and junior standing in computer science, or graduate degree standing in computer science.

**CSC-521 Design and Organization of Programming Languages (4)** Study of desirable features and specifications of programming languages by investigation of data types, control structures, data flow, and run-time behavior of several languages, such as Prolog, Smalltalk, LISP, Ada, etc. At least one non-procedural language is studied in detail. Elements of compiling and interpreting. Usually offered every term. *Prerequisite:* CSC-281 and junior standing in computer science, or graduate degree standing in computer science.

**CSC-535 User Interface Analysis and Design (3)** This course provides the technical aspects of web application development, as well as the conceptual issues that affect this technology. Students develop an independent web-based project based on available authoring tools. Usually offered every term. *Prerequisite:* junior standing.

**CSC-540 Computer System Organization and Programming (3)** Investigation of the structure of a modern computing system. Alternative computer organizations are discussed so that students may appreciate the range of possible design choices. Assembly, linking, and loading are presented in detail. The relation between system software and computer organization is discussed. Usually offered every fall. *Prerequisite:* graduate degree or nondegree standing, or permission of department.

**CSC-543 Object-Oriented Analysis and Design (3)** A study of object-oriented concepts and their use in systems development. This course analyzes abstractions called objects and develops analysis-level models of systems using objects. The properties of these object models are discussed and methods for systematic development of the models are studied. The translations of the analysis-level models into system design is performed to understand how systems can be realized in software implementations. Usually offered every fall. *Prerequisite:* junior standing.

**CSC-544 Object-Oriented Programming (3)** Use of an object-oriented programming language in the implementation of object-oriented systems. The language is studied in depth to see how key concepts are realized in the language, and it is used to produce example systems. Emphasis is placed on event-driven graphical user interface programming. Usually offered once a year. *Prerequisite:* CSC-281 and CSC-543.

**CSC-546 Introduction to Computer Networks (3)** An introduction to the basic concepts of computer networks. The architecture of data communication systems, the seven-layer model of a network, and the physical, data link, network, transport, and session layers are explored. Protocol algorithms are considered for the implementation of the various network layers. Usually offered alternate springs.

**CSC-565 Operating Systems (3)** Historical background. Operating system functions and concepts: processes; processor allocation; memory management; virtual memory; I/O and files; protection; and design and implementation. Several existing operating systems are discussed. A group project to design and implement a small operating system is usually required. Usually offered every spring. *Prerequisite:* CSC-281 and junior standing in computer science, or graduate degree standing in computer science.

**CSC-568 Artificial Intelligence (3)** Application of computers to tasks usually thought to require human intelligence, such as game playing, problem solving, learning, pattern recognition, natural language understanding, and expert systems. Usually offered every spring. *Prerequisite:* junior standing.

**CSC-570 Database Management Systems (3)** Examination of database management systems, distributed systems, evaluation and selection of computer systems, privacy and security, and performance evaluation. This course provides a fundamental exposure to relational architecture through exercises in Microsoft Access and Oracle 8, including an introduction to SQL. *Prerequisite:* ITEC-234 or CSC-281, and either MMDD-200 or CSC-520.

**CSC-589 Topics in Computer Science (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include artificial intelligence programming, computer graphics, the history of computing, and neural networks.

**CSC-590 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**CSC-600 Simulation (3)** Design and implementation of simulation systems. Covers discrete-event stochastic simulations with examples chosen from a variety of fields. At least one simulation language is studied in detail. *Prerequisite:* admission to MS degree in an AU science program or permission of department.

**CSC-610 Introduction to Geographic Information Systems (3)** A geographic information system (GIS) is a system of hardware, software, data, people, organizations, and institutional arrangements for collecting, storing, analyzing, and disseminating information about areas of the earth. This course provides an introduction to GIS, GIS software, and GIS applications. Usually offered every fall. *Prerequisite:* familiarity with spreadsheets, e-mail, and the World Wide Web.

**CSC-636 Advanced Database Management Systems (3)** Advanced query capabilities and procedural constructs are described using SQL and PL/SQL. The theoretical foundation for using these capabilities is presented. Performance issues are discussed including indexing, key definitions, and data constraints. The role of application development in ease of use, query optimization, and system performance is discussed. Usually offered every fall. *Prerequisite:* CSC-570.

**CSC-637 Database Administration (3)** Database administration subjects including space allocation, recovery, security, configuration management, and performance tuning are discussed. Administration capabilities are presented using a real environment. Recovery issues include commit and rollback capabilities, check points, and data logs. Physical design and implementation constraints are addressed. Usually offered every spring. *Prerequisite:* CSC-570.

**CSC-689 Topics in Computer Science (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include design and analysis of algorithms, expert systems, client server computing, and computer network design and analysis.

**CSC-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**CSC-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**CSC-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**CSC-694 Capstone Project (3)** With guidance from their advisor and the project class coordinator, students select an application area in computer science where an open-ended problem can be identified. Students research the literature and current domain solutions in the application area. Projects are documented and defended. *Prerequisite:* completion of minimum of 24 credits hours of graduate study in computer science.

**CSC-797 Master's Thesis Seminar (1-6)** *Prerequisite:* completion of 24 graduate credit hours and permission of department.

## Economics

### Undergraduate Courses

**ECON-100/ECON-100G Macroeconomics 4:1 (3)** An introduction to the basic principles of macroeconomics, stressing national income, unemployment, inflation, economic growth, depression, prosperity, international economics, economic development, alternative approaches to economics, and current issues and controversies. Usually offered every term.

**ECON-110/ECON-110G The Global Majority 3:1 (3)** Introduction to the plight of less-developed countries, to alternative paths of development, and to the relationships between the more-developed and less-developed countries. The central theme of economic development is based on elementary economic theory. Equally important, human dimensions of development are emphasized through the use of novels and films from less-developed countries. Usually offered every term.

**ECON-200/ECON-200G Microeconomics 4:2 (3)** The basic principles of microeconomics and their applications; supply and demand, operation of markets, consumer and enterprise behavior, competition and monopoly, income distribution, discrimination, and alternative approaches to economics. Usually offered every term. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G.

**ECON-300 Intermediate Microeconomics (3)** Theory of relative prices of commodities and productive services under perfect and imperfect competition. Theory of the firm and consumer demand. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

**ECON-301 Intermediate Macroeconomics (3)** Concepts and theory of national income determination, employment, and economic growth. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

**ECON-317 Political Economy (3)** Analysis of political economic theories including Veblen, institutionalists, neo-Ricardians, and modern Marxist and American radical dissenters from orthodox neoclassical economic theory, and application of those theories to problems.

emphasizing the interdependence of political, economic, and social forces in contemporary societies. *Prerequisite:* ECON-100.

**ECON-318 Economic History (3)** Historical investigation of economic development using Europe and the Third World as case studies. Emphasis is on economic theory to illuminate historical development. *Prerequisite:* ECON-100 and ECON-200.

**ECON-319 United States Economic History (3)** The nature and sources of economic growth, the institutional transformation associated with economic development, and the social and economic consequences of economic change in the United States from the colonial times to the present. *Prerequisite:* ECON-100 and ECON-200.

**ECON-320 History of Economic Ideas (3)** Exposition and analysis of development of economic theory. Emphasis on tracing evolution of economic theories out of specific historical contexts. Major figures and schools in economic thought from Adam Smith to the present. Attention given to the significance of having a separate body of thought called economics. *Prerequisite:* ECON-100.

**ECON-322 Introduction to Econometrics (4)** Review of the theory of economic statistics and statistical techniques. Emphasis on applying statistical models to economic data. Regression analysis and estimation of economic models. Includes violations of the basic assumptions of the regression model, dummy variables, and analysis of variance. Index numbers and time series analysis. Lab allows students to learn how to apply theory of economic statistics. Usually offered every spring. *Prerequisite:* ECON-100, ECON-200, and STAT-202.

**ECON-325 Social Choice and Economic Justice (3)** Conservative, liberal, and radical normative theories. Conflicts between efficiency, equity, and liberty. Major contemporary writers on the "just economy." Institutional constraints, the role of the market, voting paradoxes, and the nature of social choice; concepts of economic rationality, economic justice and contemporary policy. Meets with ECON-625. *Prerequisite:* ECON-200.

**ECON-332 Money, Banking, and Finance in the Global Economy (3)** Money, banking, and capital markets in a globalizing world. Includes central banking, monetary integration, currency competition, dollarization, electronic money, banking problems and policies in emerging market economies, developed and emerging capital markets, and appropriate policies for regulating global financial institutions. Usually offered every spring. *Prerequisite:* ECON-100.

**ECON-341 Public Economics (3)** The theory of taxation, public expenditure, and fiscal policy. Comparison of fiscal institutions in the United States and abroad. Government approaches to income redistribution and poverty; negative income tax, family allowances, etc. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

**ECON-346 Competition, Regulation, and Business Strategies (3)** Historical and contemporary analysis of industrial market structures and of the behavior of business firms in the United States. The rise of large corporations, monopoly power and its effects on economic and social welfare, control over large corporations, and governmental regulation of business. Usually offered every fall. *Prerequisite:* ECON-100 and ECON-200.

**ECON-351 Comparative Economic Systems (3)** Analysis and comparison of different economic institutions as they affect economic democracy, efficiency, and equity. Case studies of the differences between the French, British, German, Swedish, and Japanese economies, and an evaluation of the historical experience of the for-

merly "socialist" economies. Usually offered every spring. *Prerequisite:* ECON-100 and ECON-200.

**ECON-353 Economic Transformation of Central/Eastern Europe (3)** Offered as part of the AU Abroad Semester in Prague, this course introduces students to the challenges of transforming from a command economy to the free-market system. Surveys the particular problems and dilemmas faced by individuals and society in the region of Central/Eastern Europe and offers a framework to judge the present successes/failures and to estimate the future. Usually offered every fall.

**ECON-358 Economics of the World Regions (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics course examines economic trends and economic policies in regions such as Africa, East Asia, or the Middle East. Focuses on distinctive economic institutions in the particular region, on the interdependences within regions, and on the role of public policies in economic growth. Meets with ECON-658. *Prerequisite:* ECON-100 and ECON-200, or permission of instructor.

**ECON-361 Economic Development (3)** Survey of major issues related to the economics of developing countries in Latin America, Africa, and Asia. Includes the meaning and measurement of economic development, theories of development and underdevelopment, and policies to alleviate poverty and promote development in the low-and-middle-income countries of the world. Usually offered every fall. *Prerequisite:* ECON-100 and ECON-200.

**ECON-362 Microeconomics of Economic Development (3)** This course explores microeconomic issues in developing countries at a theoretical and empirical level. The focus is on poverty and income distribution, but also includes coordination failures, credit and labor market imperfections, microcredit, health, food security, human capital accumulation, gender, property rights, transaction costs, and economics of the household. Usually offered every fall. *Prerequisite:* ECON-100 and ECON-200. Note: ECON-300 or ECON-500 is recommended.

**ECON-363 Macroeconomics of Economic Development (3)** An analysis of the macroeconomics of developing countries. The objective is to try to understand the rationale for and the effectiveness of different macroeconomic policies in a developing country setting. Includes exchange rates, monetary policy, fiscal policy, international trade, international capital markets, financial and exchange rate crises, structural adjustment, and related topics. Usually offered every spring. *Prerequisite:* ECON-100 and ECON-200. Note: ECON-300 or ECON-500 is recommended.

**ECON-370 International Economics (3)** Introduction to the economics of international trade and finance, including why countries trade, commercial trade policies and their effects, balance of payments and the economics of foreign exchange markets, and the operation and effects of fixed and flexible exchange rates. Usually offered every term. *Prerequisite:* ECON-100 and ECON-200.

**ECON-371 International Economics: Trade (3)** Theories of international trade and competitiveness; the effects of trade on the economies of importing and exporting countries; analysis of the effects of tariffs and quotas and other nontariff barriers. Also includes multinational corporations, trade and development, customs, unions, and theory of the second best. Usually offered every spring. *Prerequisite:* ECON-300.

**ECON-372 International Economics: Finance (3)** Determination of income, employment, and inflation in open economies; international impact of monetary-fiscal policies under fixed and

flexible exchange rates; theories of exchange-rate determination; and international monetary organization and reform. Usually offered every fall. Prerequisite: ECON-301. STAT-202 is recommended.

**ECON-373 Lab or Economics (3)** The application of economic theory to current labor problems, domestic and foreign. Problems include wage theory and wage differentials, training policy, poverty, unemployment and underemployment, discrimination, productivity, industrialization, and union policies. *Prerequisite:* ECON-100, ECON-200, and ECON-300.

**ECON-374 Gender Roles in the Economy (3)** Explores the gender dimensions of economic life. For economics majors, an in-depth look at the different roles of men and women in the community, the market, and within the household, and how these are affected by economic and social change. For women's studies and other social sciences majors, the discipline of economics is brought to bear on the study of women's and men's well-being and status in society. *Prerequisite:* ECON-100 and ECON-200.

**ECON-379 Economics of Environmental Policy (3)** This course explores the relationship between economic activity and the natural environment from both neoclassical and ecological perspectives to understand the meaning and implications of sustainable development. Includes environmental protection, resource conservation, evaluation of environmental costs and benefits, and optimal management of natural resources. Also compares different policy approaches to regulating pollution and the exploitation of common property resources. Usually offered every spring. *Prerequisite:* ECON-100 and ECON-200.

**ECON-383, ECON-384 Washington Economic Policy Semester Seminar I (4), II (4)** Intensive examination of economic policy making in Washington. Encompasses theoretical analysis of economic problems, extensive readings, on-site discussions with economic policy decision makers, preparation of papers, and presentation of alternative paradigms used to understand economic policy. Usually offered every term.

**ECON-385 Washington Economic Policy Semester Internship (4)** Experience in pursuing directed research with an organization directly involved in the field of economic policy.

**ECON-390 Independent Reading Course in Economics (1–6)** *Prerequisite:* permission of instructor and department chair.

**ECON-392 Cooperative Education Field Experience (3–9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ECON-398 Honors, Junior Year I (1–6)** *Prerequisite:* permission of department and University Honors program.

**ECON-399 Honors, Junior Year II (1–6)** *Prerequisite:* permission of department and University Honors program.

**ECON-480 Senior Research Seminar (3)** Provides senior economics majors with experience in conducting research projects on important issues relevant to public policy. Includes presentations about research approaches and subjects, lectures by economists conducting policy research, a group project and an individual research project. Close consultation between the faculty member and students on the choice of research project and how best to conduct the research. Students present their findings to the class at the end of the term.

**ECON-490 Independent Study Project in Economics (1–6)** *Prerequisite:* permission of instructor and department chair.

**ECON-491 Internship (1–6)** *Prerequisite:* permission of instructor and department chair.

**ECON-492 Internship in Teaching Economics (3)** Upper-level economics majors work with teaching faculty of large sections of introductory economics courses. Students direct review sessions, hold office hours, review homework assignments, and lead breakout sessions, and participate in a weekly seminar on the teaching of economics. Usually offered every term. *Prerequisite:* permission of instructor.

**ECON-498 Honors, Senior Year I (1–6)** *Prerequisite:* permission of department and University Honors program.

**ECON-499 Honors, Senior Year II (1–6)** *Prerequisite:* permission of department and University Honors program.

#### Graduate and Advanced Undergraduate Courses

**ECON-500 Microeconomics (3)** Theory of resource allocation and price system; theory of demand, production, and distribution; and market structure and performance. Usually offered every term. *Prerequisite:* ECON-505 (may be taken concurrently) and ECON-300 or ECON-603, or permission of department.

**ECON-501 Macroeconomics (3)** Keynesian model of income determination; consumption, investment, and interest rate theories; Keynesian and classical systems compared. Usually offered every term. *Prerequisite:* ECON-505 (may be taken concurrently) and ECON-301 or ECON-603, or permission of department.

**ECON-505 Introduction to Mathematical Economics (3)** Comparative static and comparative dynamic analysis of linear and non-linear economic models. Usually offered every term. *Prerequisite:* MATH-221 or equivalent.

**ECON-522 Econometrics (3)** Theory of economic statistics and development of statistical models to be applied to economic data. Statistical criteria, hypothesis testing, multiple regression analysis, violations of the basic assumptions of regression analysis, and analysis of variance. Computer applications. Usually offered every term. *Prerequisite:* ECON-603; or ECON-300, ECON-500 or ECON-703; and ECON-301, or ECON-501 or ECON-702.

**ECON-523 Applied Econometrics I (3)** A review of probability, descriptive statistical inference, and hypothesis testing; basic bivariate and multivariate OLS models; non-linear regressions and interactions effects; heteroskedasticity and autocorrelation; and basic time-series models. Includes an introduction to statistical software. Usually offered every spring.

**ECON-524 Applied Econometrics II (3)** More advanced topics of econometrics, including time-series techniques; limited dependent variables models; sample selection and censoring; simultaneous equations; instrumental variables; fixed effects and panel methods; and program evaluation using quasi experimental data. Usually offered every fall. *Prerequisite:* ECON-523.

**ECON-541 Public Economics (3)** Rationale for the existence of the public sector. Theory of public goods and taxation. Usually offered every fall. *Prerequisite:* ECON-500 or ECON-703, and ECON-501 or ECON-702.

**ECON-546 Industrial Economics (3)** The structure of industrial markets and the behavior of business firms. Theoretical and empirical appraisal of welfare implications of alternative market structures and business behavior, both in the United States and abroad. Impacts of international influences on behavior of domestic firms. Usually offered every spring. *Prerequisite:* ECON-300 or ECON-500 or ECON-703.

**ECON-547 Economics of Antitrust and Regulation (3)** Economic analysis of government policies affecting business behavior, with focus on the U.S. economy. In addition to antitrust (or competition) policy and traditional public utility regulation, price and entry regulation in transportation and service sectors, and social (health, safety, and environmental) regulations are also evaluated. Usually offered every summer. *Prerequisite:* ECON-300 or ECON-346 or ECON-500 or ECON-703.

**ECON-551 Comparative Economic Systems (3)** A theoretical and historical evaluation of the effects of different economic institutions and their combinations on economic democracy, efficiency, and equity. Distinctive features of the French, British, German, Swedish, and Japanese economies, as well as the historical experience of the formerly "socialist" economies are emphasized. Usually offered every fall. *Prerequisite:* ECON-603; or ECON-300, ECON-500 or ECON-703; and ECON-301, or ECON-501 or ECON-702.

**ECON-552 Economics of Transition (3)** Economic policy in formerly centrally planned economies that are attempting to introduce a market system. Review of the record of economies of the former Soviet Bloc. Emphasis is on applied policy issues such as privatization, freeing prices, property rights, and macroeconomic stabilization. Usually offered every spring. *Prerequisite:* ECON-603, or ECON-300 or ECON-500 or ECON-702, and ECON-301 or ECON-501 or ECON-703.

**ECON-573 Labor Economics (3)** Contemporary theories of wages, employment, and prices; collective bargaining; the effect of collective bargaining on wages in the American economy; theories and empirical studies of wage differentials. Usually offered every third semester. *Prerequisite:* ECON-500 or ECON-703 and ECON-501 or ECON-702.

**ECON-574 Women in the Economy (3)** Examines feminist economic theories, gender-related measurements and economic indicators, issues of paid and unpaid work, women's participation in economic development, effects of development strategies on women, and related social policy issues. Gives students a background on the economics of gender in preparation for conducting research in the women's studies area. *Prerequisite:* ECON-603; or ECON-300, ECON-500 or ECON-703; and ECON-301, or ECON-501 or ECON-702.

**ECON-579 Environmental Economics (3)** An analysis of the relationship between economic activity and the natural environment from both mainstream and ecological perspectives. Policy measures for regulating pollution and managing common property resources are explored, including emission taxes, tradable pollution permits, and property rights solutions. Applications to global environmental issues such as climate change and local environmental problems are emphasized. Students gain a understanding of the meaning of sustainable development and the types of policies required to achieve it. Usually offered every fall. *Prerequisite:* ECON-603 or ECON-500 or ECON-703.

**ECON-590 Independent Reading Course in Economics (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**ECON-603 Introduction to Economic Theory (3)** The major analytical tools of price and income theory. No credit toward degrees in the Department of Economics. Usually offered every term. *Prerequisite:* an introductory course in economics.

**ECON-618 Economic History of Europe and the World (3)** Origins and development of capitalism in Western Europe. Impact of the rise of capitalism on the European periphery and the Third World. Emphasis on the use of political economic theory to explain different historical evolutionary paths. Usually offered every other spring. *Prerequisite:* ECON-500 or ECON-703, and ECON-501 or ECON-702.

**ECON-619 United States Economic History (3)** The pace and structure of economic growth, the institutional transformations involved in economic development, and the social and economic consequences of economic change in the United States since colonial times. Focus is on a variety of causal models and methods for explaining economic and institutional change. Usually offered every other spring. *Prerequisite:* ECON-500 or ECON-703, and ECON-501 or ECON-702.

**ECON-620 Economic Thought (3)** Major figures in the history of economic thought, their social and economic thought and tools of analysis they created. Usually offered every fall. *Prerequisite:* ECON-500 and ECON-501, or admission to PhD program.

**ECON-625 Social Choice and Economic Justice (3)** Conservative, liberal, and radical normative theories. Conflicts between efficiency, equity, and liberty. Major contemporary writers on the "just economy." Institutional constraints, the role of the market, voting paradoxes, and the nature of social choice. Concepts of economic rationality. Economic justice and contemporary policy. Meets with ECON-325. Usually offered every fall. *Prerequisite:* ECON-500 or ECON-703.

**ECON-630 Monetary Economics (3)** Relation of money and other financial assets to prices, output, and interest rates. Emphasis on the demand and supply of money and on government monetary policy. Usually offered every fall. *Prerequisite:* ECON-501 or ECON-702.

**ECON-633 Financial Economics (3)** Institutional and theoretical aspects of creating, holding, and exchanging financial assets—money, credit instruments, and equities. The liabilities created by financial intermediaries and the role of government in financial markets. Usually offered every spring. *Prerequisite:* ECON-500 or ECON-703.

**ECON-634 Development Finance and Banking (3)** Alternative approaches to understanding the role of finance and banking in economic development and analysis of the interaction between international and domestic capital markets, as well as between the formal banking sector and the informal financial sector of developing economies. The role of development banks, multilateral institutions, and governments in financial market operations. Examines the effect of financial policy reforms and regulations on the performance of financial markets. Usually offered every spring. *Prerequisite:* ECON-500 and ECON-501, which may be taken concurrently.

**ECON-635 International Capital Markets (3)** A practical approach to the understanding of world financial markets, analyzing the borrowing and investment decisions faced by institutions in the context of globalized financial markets. Surveys the technical elements necessary for borrowers and investors to operate in the fixed income securities market. Examines the preparation, pricing, and placement of sovereign and public bond issues and related financial derivative instruments. Usually offered every fall. *Prerequisite:* ECON-630 or ECON-633 or FIN-614, or permission of instructor.

**ECON-639 Policy Issues in Financial Economics (3)** Applications of the tools of finance to such public policies as government loan guarantees, in insuring pensions, bank regulation and deposit insurance,

discriminatory lending, and corporate ownership and management. Students make oral presentations and hear guest lectures by policymakers dealing with financial economic issues. Usually offered every fall. *Prerequisite:* ECON-500 or ECON-703.

**ECON-658 Economics of the World Regions (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics course examines economic trends and economic policies in regions such as Africa, East Asia, or the Middle East. Focuses on distinctive economic institutions in the particular region, on the interdependencies within regions, and on the role of public policies in economic growth. Meets with ECON-358. *Prerequisite:* ECON-603, or ECON-500 and ECON-501.

**ECON-661 Survey of Economic Development (3)** Major topics in the field of development economics with an emphasis on the evolution of the field since the mid-twentieth century. The course examines important topics in economic development and illustrates the application of economic techniques to development issues. Usually offered every term. *Prerequisite:* ECON-603, or ECON-500 and ECON-501.

**ECON-662 Development Microeconomics (3)** Examines the meaning and measures of economic development. Explores theoretical and empirical work of development issues at micro and meso levels. These include poverty traps, coordination failures, credit and labor market imperfections, microcredit and cooperatives, health, human capital accumulation, gender, population, property rights, and transaction costs, and the economics of the household. Usually offered every fall. *Prerequisite:* ECON-500 or ECON-703.

**ECON-663 Development Macroeconomics (3)** Analysis of the macroeconomics of developing countries, including discussion of open-economy macroeconomics, exchange rates, monetary policy, fiscal policy, international trade, and related topics. The objective is to understand the rationale for and the effectiveness of different macroeconomic policies in a developing country setting. Usually offered every spring. *Prerequisite:* ECON-501 or ECON-702.

**ECON-665 Project Evaluation in Developing Countries (3)** Primarily for graduate students interested in working with international development organizations, this course is an overview of the tools and approaches used to evaluate planned, on-going, or completed projects, programs, and policies in developing countries. *Prerequisite:* ECON-522.

**ECON-670 Survey of International Economics (3)** International trade theory and international monetary economics for graduate students in other departments. Emphasis on policy applications. Primarily for M.A. students not taking the comprehensive examination in International Economics. Usually offered every spring. *Prerequisite:* ECON-300 and ECON-301, or ECON-603.

**ECON-671 International Economics: Trade (3)** Classical, neoclassical, and alternative theories of the gains from trade and the determination of the pattern of trade. Analysis of the welfare effects of trade policies. Modern theories of trade with increasing returns and imperfect competition; strategic trade policy. Primarily for M.A. and Ph.D. students taking the comprehensive examination in international economics. Usually offered every fall. *Prerequisite:* ECON-505 or ECON-705, and ECON-500 or ECON-703.

**ECON-672 International Economics: Finance (3)** International monetary economics and open-economy macroeconomics. Balance-of-payments adjustment, exchange rate determination, capita PI mobility, and the international monetary system. Primarily for M.A. and Ph.D. students taking the comprehensive examination in interna-

tional economics. Usually offered every spring. *Prerequisite:* ECON-505 or ECON-705, and ECON-501 or ECON-702. *Note:* ECON-522 or ECON-723 are strongly recommended.

**ECON-690 Independent Study Project in Economics (1-6)** *Prerequisite:* permission of instructor and department chair.

**ECON-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**ECON-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ECON-701 Micro Political Economy I (3)** Political economy methodology and alternate microeconomic theories, including determination of wage, price, profits and rent, the conflict theory of the firm, critical evaluation of markets and other coordination mechanisms, the economics of race, class, and gender, and collective action problems and the state. Usually offered every spring. *Prerequisite:* ECON-500 or ECON-703.

**ECON-702 Macroeconomic Analysis I (3)** Analysis of determinants of aggregate demand and supply and their interactions in closed and open economies. Theoretical and empirical analysis of sectoral relations including consumption, investment, government, foreign sector, and demand and supply for money. Usually offered every spring. *Prerequisite:* ECON-705 or admission to PhD program or permission of department. *Note:* concurrent enrollment in ECON-706 is recommended.

**ECON-703 Microeconomic Analysis I (3)** Theories of demand, market structure and performance, production and distribution, cost and supply. Introduction to general equilibrium analysis. Usually offered every fall. *Prerequisite:* admission to PhD program or permission of department.

**ECON-705 Mathematical Economic Analysis (3)** Mathematical analysis of economic theory and problems. Constrained maxima and minima, linear and nonlinear programming, elementary differential and difference equations, and economic applications. Usually offered every fall. *Prerequisite:* admission to PhD program or permission of department.

**ECON-706 Advanced Mathematical Economic Analysis (3)** Systems of difference and differential equations, dynamic optimization techniques such as calculus of variations and optimal control theory, and economic applications. Usually offered every spring. *Prerequisite:* ECON-705.

**ECON-711 Macro Political Economy (3)** Alternative theories of income distribution and economic growth (classical, neoclassical, neo-Marxian, neo-Keynesian, and neo-Kaleckian). Macroeconomic models in the post-Keynesian tradition are compared with mainstream neoclassical models. Includes causes of unemployment, conflicting claims inflation, endogenous money, saving and investment, financial crises, fiscal policy, technological change, long-run growth, and open economy extensions. Usually offered every fall. *Prerequisite:* ECON-501 or ECON-702.

**ECON-712 Macroeconomic Analysis II (3)** Recent developments in macrotheory (monetarist to new classical school) and macrodynamics, including theory of growth and fluctuation and theory of income distribution. Usually offered every fall. *Prerequisite:* ECON-702, and ECON-522 or ECON-723 (may be taken concurrently).

**ECON-713 Microeconomic Analysis II (3)** An advanced treatment of general equilibrium: consumer theory, theory of the firm, moral

hazard, and adverse selection; and welfare and public policy. Usually offered every spring. *Prerequisite:* ECON-703.

**ECON-723 Econometric Methods (3)** Multivariate regression models and the variations on the standard model, including serial correlation, heteroskedasticity, multicollinearity, and stochastic regressors. Introduction to estimation and identification issues in simultaneous equation models. Use of regression software. Usually offered every spring. *Prerequisite:* STAT-502.

**ECON-724 Advanced Econometric Methods (3)** Extension of econometric theory and applications, including maximum likelihood methods, asymptotic theory, introduction to panel-data and time-series issues. Assessment of econometric models and their use. Usually offered every fall. *Prerequisite:* ECON-723.

**ECON-742 Seminar in Financial Economics and Public Policy (3)** Capstone seminar for the M.A. in Financial Economics and Public Policy. Building on ECON-639, students conduct research on current public policy problems dealing with the regulation of financial markets. Research subjects may include the design of deposit insurance programs, moral hazard and adverse selection in public insurance programs, credit rationing, lending discrimination and loan redlining practices, regulation of trade in derivative securities, and risk associated with international integration of payments systems. Usually offered every spring. *Prerequisite:* ECON-639.

**ECON-774 Seminar in Economic Thought (3)** The history of economic thought with emphasis on problems of methodology and philosophy. *Prerequisite:* ECON-620.

**ECON-778 Seminar in Economic History (3)** Selected issues and research in American and European economic history. *Prerequisite:* ECON-618 or ECON-619.

**ECON-779 Seminar in Environmental Economics (3)** Advanced issues in environmental economics theory and policy, with an emphasis on empirical methods for doctoral dissertation research. *Prerequisite:* ECON-500 and ECON-579, or permission of instructor.

**ECON-781 Seminar in Empirical Political Economy (3)** Advanced theories of political economy, with emphasis on empirical methods for doctoral dissertation research. Usually offered every spring. *Prerequisite:* ECON-701, ECON-711, and ECON-724.

**ECON-782 Seminar in Empirical Macroeconomics (3)** Advanced macroeconomics and income theory with emphasis given to empirical implications and to econometric procedures available for testing these implications. Includes stylized facts about economic growth and business cycles and applications of time-series econometric techniques to macroeconomic concerns. Usually offered alternate springs. *Prerequisite:* ECON-724, and ECON-711 or ECON-712.

**ECON-783 Seminar in Empirical Microeconomics (3)** Advanced microeconomics and price theory with emphasis given to empirical implications and to econometric procedures available for testing these implications. Includes model specifications, diagnostic techniques, limited dependent variables, and panel data. Usually offered alternate springs. *Prerequisite:* ECON-724, and ECON-701 or ECON-713.

**ECON-784 Seminar in International Trade and Finance (3)** Advanced issues in international trade and finance. Seminar focuses on empirical research-oriented papers. Research paper is required. Usually offered every spring. *Prerequisite:* ECON-671, ECON-672 (may be taken concurrently), and ECON-522, or ECON-723.

**ECON-788 Seminar in Economic Development (3)** Research seminar involving an in-depth treatment of selected subjects. Re-

search paper required. Usually offered alternate falls. *Prerequisite:* ECON-662 or ECON-663.

**ECON-789 Seminar in Labor Economics (3)** Public policy toward labor unions; the economics of human capital; measurement and analysis of income distribution; poverty measurement and analysis; unemployment and manpower policy; issues in labor policy. Usually offered alternate springs. *Prerequisite:* ECON-573.

**ECON-797 Master's Thesis Seminar (1-6)**

**ECON-799 Doctoral Dissertation Seminar (1-12)**

## Education

### Undergraduate Courses

**EDU-205/EDU-205G Schools and Society 4:2 (3)** A multidimensional view of schools, teachers, and students. This social and intellectual foundation course serves as a basis for studying contemporary education and the issues of racism, sexism, finance, governance, innovations, and the social context of American education. The course includes lectures, discussion groups, cooperative learning, Internet activities, and independent projects. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G.

**EDU-212 Methodology of Sign Language (3)** The principles of manual communication and some principles of American Sign Language (ASL) are introduced. Learning signs and gaining expressive and receptive skills are stressed. Usually offered every spring and fall.

**EDU-240 Analysis of Experiential Learning (3)** A review of contemporary theories and research in adult development and learning that provides students with the context to identify, analyze, and synthesize prior experiential learning. Final product is a portfolio that documents such learning. Usually offered every term. May be taken pass/fail only. *Prerequisite:* enrollment limited to students in the AEL program.

**EDU-250 Mathematics for Elementary School Teachers (3)** With EDU-251, a two-semester sequence for prospective elementary teachers. Extends the foundational ideas of mathematics and conceptual understanding of topics typically taught in elementary school classrooms, including numbers and numeration, fractions, decimals, ratio, proportion, and percents. Usually offered every fall. *Prerequisite:* completion of University Mathematics Requirement and EDU-320.

**EDU-251 Mathematics for Elementary School Teachers II (3)** With EDU-250, a two-semester sequence for prospective elementary teachers. Extends the foundational ideas of mathematics and conceptual understanding of topics typically taught in elementary school classrooms, including numbers and numeration, fractions, decimals, ratio, proportion, percents and integers. Usually offered every spring. *Prerequisite:* EDU-250.

**EDU-280 Education for Social Justice (3)** Analysis of the nature and impact of race, class, gender, and exceptionality in education. Emphasis on how schools have served as vehicles of oppression and opportunity for social groups in our society. Engagement in change agency to promote social justice in schools and society. Usually offered alternate falls.

**EDU-285/EDU-285G Education for International Development 3:2 (3)** The conserving role of education as a socializing agent and the liberating role of education as an engine of change. Special attention is given to the social and economic impact of education in national development, especially in the Third World. Usually offered every

spring. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G.

**EDU-319 Children's Literature: Multicultural and International Approaches (3)** Exploration and critical analysis of multicultural and international children's literature from preschool to adolescence. Includes how contemporary issues are reflected in different genres, as well as marginalization, gender equity, social inequality, racism, and censorship. Usually offered every spring.

**EDU-320 Psychology of Education (3)** Surveys the research literature on learning theories and human development with an emphasis on the role of educators. Includes focus on issues such as multicultural education, special education, evaluation, memory and cognition, and instructional design. Usually offered every term.

**EDU-321 Field Experience: Observation and Analysis (1)** Observation and analysis of diverse school settings, examining philosophies, curriculum, and teacher and administrator roles, using informal and formal means of data collection with particular emphasis on classroom interactions. Usually offered every term. *Note:* may be taken pass/fail only.

**EDU-330 Instructional Strategies and Teaching Methods (3)** An introduction to effective teaching strategies for prospective elementary teachers. Focus is on planning, implementing, and assessing teaching and learning. Issues of beliefs, practice, and reflection are emphasized. Students demonstrate teaching skills in clinical settings. Usually offered every fall. *Prerequisite:* EDU-205, EDU-320, and EDU-321.

**EDU-362 Classroom Management (3)** Study of the instructional and behavioral components of classroom management. Students gain skills in assessing behavior problems, planning interventions, implementing various strategies, and evaluating the effectiveness of interventions. Special attention is given to diverse populations of students, including exceptional needs, different cultural backgrounds, English as a second language, and low socioeconomic status. Usually offered every fall and summer.

**EDU-371 Foundations of Reading Instruction (3)** This course explores the fundamentals of literacy instruction. Attention is given to research that informs reading instruction, looking specifically at models and theories of reading over time. Special attention is given to constructing ways of supporting learners from diverse backgrounds, experiences, and abilities. Usually offered every spring. *Prerequisite:* EDU-205, EDU-320, and EDU-321.

**EDU-390 Independent Reading Course in Education (1-6)** *Prerequisite:* permission of instructor and SOE dean.

**EDU-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of SOE dean and Cooperative Education office.

**EDU-490 Independent Study Project in Education (1-6)** *Prerequisite:* permission of instructor and SOE dean.

**EDU-491 Internship in Education (3-9)** Students participate in the professional activities of selected educational organizations or agencies in the Washington, D.C. area. Students gain experience in non-teaching occupations that are integrally related to education and gain skills in educational research or program development and dissemination. *Prerequisite:* permission of director of internship program and SOE dean.

**EDU-492 Service Learning in Teacher Education (1)** Students participate in school and community organizations and agencies. Exploration of the principles of service learning and application of

classroom theory in the community. Special attention is paid to providing equitable learning environments. Students must complete a minimum of 40 hours in the community placement and attend three on-campus seminars. May be taken pass/fail only. Usually offered every term.

**EDU-499 Student Teaching (12)** Student teaching in elementary and secondary classrooms as appropriate to student interest and professional preparation. Student teaching includes observation, planning, teaching, and conferences with cooperating teachers and university supervisors. Required bi-weekly seminars focus on relevant teaching and educational issues. Preparation of a professional portfolio for initial teacher licensure (certification) is required. Students provide their own transportation. Usually offered every term. *Prerequisite:* successful completion of appropriate methods courses; satisfaction of the School of Education's policy regarding ongoing assessment of academic and professional performance, and permission of SOE advisor.

#### Graduate and Advanced Undergraduate Courses

**EDU-502 Methods of Managing Pupils with Behavior Disorders (3)** Psycho-educational methods of understanding and managing inappropriate classroom behavior. Techniques such as groups, problem solving, role playing, and videotape analysis of behavior. Usually offered every fall and summer.

**EDU-519 The Uses of Technology in Education (3)** An introduction to computer literacy focusing on the effective use of technology in teaching and educational management. The course emphasizes criteria for evaluating software; using technology for effective teaching; and applying technology to strengthen management systems. Also provides students hands-on experience with a broad range of software and practical experience in applying technology to teaching and management. Meets with EDU-719. Usually offered every fall.

**EDU-520 Reading, Writing, and Literature across the Curriculum (3)** The focus of this course is on exploring and analyzing theories, models, and strategies for teaching reading, writing, and literature across the curriculum and how to integrate these in the content areas. Also addresses ways of supporting diverse learners throughout the course. Usually offered every spring.

**EDU-521 Foundations of Education (3)** Investigates the social and intellectual foundations of America's schools and explores issues such as racism, sexism, social class, school finance, governance, administration, and technology. Teaching as a profession and the school as a social institution are examined. Includes lectures, discussion groups, cooperative learning, Internet activities, and independent projects. Usually offered every term.

**EDU-522 Principles of Effective Methods and Instruction (3)** An in-depth examination of the methods and competencies necessary for teaching, including instructional planning, writing objectives, lesson presentation, questioning and feedback, interpersonal communication, instructional approaches, and assessment. The course explores the teacher's role as skilled practitioner and critical decision maker. Usually offered every term.

**EDU-525 Principles of Educational Assessment and Evaluation (3)** This course provides an overview of assessment measures and processes used in educational settings, including test construction and criterion-referenced measurement for instruction; and issues such as authentic assessments and portfolios, ethical concerns, and

the uses of tests for educational research. Usually offered every spring.

**EDU-540 Methods and Materials in Secondary Education: English, Social Studies, Mathematics, Science, and Foreign Languages (3)** Specific methods, materials, and applications to special school subjects. Includes laboratory experiences in the university classroom and area secondary schools and bi-weekly seminars. Analysis of practical experience with respect to current literature. Students provide their own transportation. Usually offered every fall. *Prerequisite:* admission to the Teacher Education program and permission of SOE advisor.

**EDU-541 Foundations of Special Education for Exceptional Children (3)** This survey course examines students with diverse learning needs and effective programs designed to provide equitable education for all students. Exceptionalities of students with regard to cognitive, behavioral, and psychological/social differences are the focus of study. Usually offered every spring.

**EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)** An experiential course treating a variety of handicapping conditions and introducing a panoply of art forms. Students learn to program for success in each art form by building on the abilities, strengths, and interests of each disabled person, systematically programming academic material into arts activities, and teaching socialization and life skills. Usually offered every fall.

**EDU-551 Counseling Skills in Training and Development (3)** The development of basic counseling and interviewing skills needed to assist in individual development through the life span, with an emphasis on adult social, personal, and career development. Usually offered alternate falls.

**EDU-552 Teaching Mathematics in Elementary Education (3)** Materials and methods for teaching mathematics to all learners. Emphasis on the analysis of current research and effective mathematics instruction. Practical application in the university classroom and in area elementary schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-553, EDU-554, EDU-555, and EDU-556.

**EDU-553 Teaching Language Arts in Elementary Education (3)** Focuses on understanding language acquisition and literacy development. Emphasis is on current research in language arts theory and practice to support diverse learners. Practical application in local elementary schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-554, EDU-555, and EDU-556.

**EDU-554 Teaching Social Studies in Elementary Education (3)** The focus of this course is on understanding how to support all learners through the use of various strategies, methods, and models for teaching social studies. Emphasis is on the analysis of current research in effective social studies teaching and learning. Practical application in local elementary schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Ed-

ucation program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-553, EDU-555, and EDU-556.

**EDU-555 Teaching Reading in Elementary Education (3)** The focus of this course is on understanding how to support diverse learners through the use of various strategies, methods, and models for teaching reading. Emphasis is on exploring and analyzing current research in reading theory and practice. Field work and practice teaching in local schools. Students provide their own transportation. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-553, EDU-554, and EDU-556.

**EDU-556 Teaching Science in Elementary Education (3)** Methods and materials for teaching science to all learners. Emphasis on inquiry, discovery, safety, and legal aspects. Field trips and practical application in local elementary schools. Usually offered every fall. *Prerequisite:* EDU-200, EDU-250, EDU-319, EDU-320, EDU-321, EDU-330, EDU-362, EDU-371, and EDU-541 or EDU-545, admission to the Teacher Education program and permission of SOE advisor. Must be taken concurrently with EDU-552, EDU-553, EDU-554, and EDU-555.

**EDU-560 Advanced Technology in Education (3)** Students gain hands-on experience with current and emerging applications including system server architecture, application programming, product development, and project evaluation. Emphasis on informed, data-based decision making as a guide to identification, purchase, and assessment of expert services and equipment, and development of skills to enact and administer specific solutions. Meets with EDU-760. Usually offered every spring. *Prerequisite:* EDU-519 or permission of instructor.

**EDU-565 Gender and Cultural Diversity in School (3)** Combining both historical perspective and contemporary knowledge and skills, this course investigates the impact of bias in school. From the earliest colonial schools to contemporary classrooms, bias, selectivity, and access have been pervasive educational barriers. The course discusses both past issues and current challenges, bridging disparate groups and interests, and searching for commonalities and differences among racial, gender, class, ability, and ethnic concerns. Students undertake a social science investigation to add to the understanding of educational equity. Usually offered every fall.

**EDU-590 Independent Reading Course in Education (1-6) Prerequisite:** permission of instructor and department chair.

### Graduate Courses

**EDU-601 Teaching Reading in the Elementary School (3)** This course focuses on understanding language acquisition, literacy development, and classroom teaching through the lens of cultural and linguistic diversity. Includes class discussion of strategies for teaching reading with practical application in local elementary schools. Usually offered every fall.

**EDU-602 Teaching Language Arts in the Elementary School (3)** This course focuses on understanding and applying recent theories and practices in language arts teaching and learning. Emphasis is on developing strategies that support diverse learners. Includes practical application in local elementary schools. Usually offered every fall.

**EDU-603 Teaching Mathematics in the Elementary School (3)** Materials and methods for teaching mathematics to all learners. Emphasis is on analysis of current research and effective mathematics in-

struction. Includes hands-on interactive math activities and practical application in local elementary schools. Usually offered every spring.

**EDU-604 Teaching Science in the Elementary School (3)** Strategies, materials, methods, and classroom management for teaching science in elementary schools. Examines pedagogy and best practices for effective science education for diverse learners. Includes practical application in local elementary schools. Usually offered every spring.

**EDU-605 Methods of Psychoeducational Assessment for Learning Disabilities and Emotional Disturbance (3)** Develops the special educator's knowledge of critical issues and concepts in the use of standardized tests in psychoeducational assessment, theoretical and operational definitions of cognitive abilities and "intelligence" familiarity with a variety of achievement tests, and introductory practice in test administration and interpretation. Usually offered every spring. *Prerequisite:* EDU-645.

**EDU-606 Theories and Methods in Diagnostic and Prescriptive Mathematics (3)** Materials and methods for teaching mathematics to students with learning disabilities. Analysis of current reform models in curriculum, assessment, and instruction, including techniques of error analysis and flexible interviewing. Required tutorial experience. Usually offered every spring.

**EDU-607 Research Seminar in Special Education (3)** A case study approach using interdisciplinary research with focus on a specific child with learning disabilities. Includes interviews with professionals working with the child, review of confidential files, and research from contemporary journals on remediation suggestions summarized in a comprehensive report. Usually offered every spring. *Prerequisite:* permission of instructor.

**EDU-608 Teaching Social Studies in the Elementary School (3)** Focuses on understanding how to support all learners through the use of various strategies, methods, and modes for effective social studies teaching. Emphasis on the analysis of current research in effective social studies teaching and learning. Includes practical application in local elementary schools. Usually offered every spring.

**EDU-609 Effective Teaching for Diverse Learners (3)** Through action research and observation in elementary school settings, students explore ways of organizing and managing classrooms for effective instruction. Students have opportunities to analyze, develop, and design strategies for curriculum development, instructional planning, lesson planning, writing objectives, and assessment strategies, including portfolios. Emphasis is on differentiation of instruction for culturally diverse learners. Usually offered every spring.

**EDU-610 Methods of Inquiry: Utilizing Information Effectively (2)** A survey of the fundamental concepts, purposes, and methodologies of qualitative and quantitative research. The course explores how researchers make decisions as to which research methodologies are likely to yield the most effective information and prepares students to pursue advanced study in either qualitative or quantitative research. Usually offered every fall.

**EDU-611 Formative Ideas of Contemporary Education (3)** Analysis of turning-point social and educational thought and research instrumental in shaping modern educational institutions, their cultures, policies, and practices. Social ideas and educational research and philosophy are linked to institutional values, policy and practice, and to contemporary educational issues such as equity, multiculturalism, and global education. Usually offered every spring.

**EDU-612 Equity and Educational Opportunity in International Perspective (3)** An inquiry into the meaning of educational equity, emphasizing equality of conditions and of outcomes and implications for education in different nations. Research perspectives on the relationships between social inequalities and educational opportunity relative to socioeconomic status, gender, and ethnicity, and the functions of schools as agents of cultural transmission. Usually offered every spring.

**EDU-613 Cultural Factors in Higher Education (3)** Study of college students and their culture. Emphasis on assessment and evaluation of phenomena in the collegiate setting to gain insight into cultural dynamics that bear on student development. Usually offered every spring.

**EDU-615 Education and Social Change (3)** This course assesses the broad social functions of education and the ways in which education advances social change as a transmitter of culture, agent for socialization and opportunity, and catalyst for individual and societal well being. Although the course emphasizes education and social changes in the United States, numerous comparisons are made to other societies and cultures. Usually offered every fall.

**EDU-619 Children's Literature: A Critical Literacy Approach (3)** Exploration and analysis of preschool to adolescent children's literature from a critical literary perspective. Includes how contemporary issues are reflected in different genres, as well as marginalization, gender equity, social inequity, racism, and censorship. Usually offered every spring.

**EDU-620 Theories of Educational Psychology and Human Development (3)** Surveys research literature in learning and human development with an emphasis on the role of educators as decision makers and change agents who are knowledgeable about diversity and multiculturalism. Emphasizes the role today's educators play on advancing knowledge about instructional technology, human relations, time management, principles of growth and development, and the processes of memory and cognition. Usually offered every term.

**EDU-621 Topics in Social Science Research (1)** Topics vary by section, may be repeated for credit with different topic. An introduction to basic skill acquisition in techniques used by social science researchers and practitioners, including undertaking ethnographic research, action research, strategies for field research, functioning as a change agent, etc. Usually offered every term. *Prerequisite:* EDU-610 or permission of instructor.

**EDU-622 Language and Literacy Learning (3)** In this course students explore the assumptions that underlie literacy and literacy learning. Students examine how we make sense of the world through language, views of learning, the nature of knowledge, and views of literacy. Usually offered alternate springs.

**EDU-623 Topics in Literacy Education (3)** Topics vary by section, may be repeated for credit with different topic. Provides students with opportunities to study timely topics and issues in literacy education. Usually offered alternate springs.

**EDU-624 Language, Schooling, and Nation-Building (3)** This term-taught (anthropology and education) course surveys recent research on nonstandard language and schooling in the context of post-colonial change. It considers how non-standard varieties of national languages as well as language traditions assigned lesser prestige by national language policies influence school performance and affect classroom practices in language arts, mathematics, and other content/instructional areas. Implications for non-print literacies and for other areas of nation-building after colonialism are also explored.

**EDU-627 Literacy Education Skills Institutes (1)** Topics vary by section, may be repeated for credit with different topic. Usually offered every term.

**EDU-629 National Board for Professional Teaching Standards Preparation (1)** Topics vary by section, may be repeated for credit with different topic. Provides guidance for teacher candidates as they complete personal assessments of their current practices and successfully completing a National Board for Professional Teaching Standards (NBPTS) portfolio. Usually offered every term.

**EDU-631 Fundamentals of Management in Educational Organizations (3)** Overview of the general characteristics of organizations and organizational change, and the roles and tasks of managers, with emphasis on the distinctive nature of educational organizations. Analysis of the organizational issues faced in providing quality education, and the managerial and leadership skills necessary to operate effectively in educational organizations. Usually offered every fall.

**EDU-632 Case Studies in Educational Management (3)** May be repeated once for credit; case studies must be different. A case-study approach to examining administrative, managerial, and leadership issues in educational institutions. The course focuses on developing problem solving skills through the analysis of specific incidents, programs, and practices. Usually offered every summer. *Prerequisite:* EDU-631.

**EDU-633 Financing Educational Systems (3)** Principles and practices of financing public education programs at federal, state, and local levels. Taxes, bonds, budgets, purchasing systems, accounting systems, and other aspects of school business administration are covered. Usually offered every spring.

**EDU-634 Education and Public Policy (3)** Examines the major public policy issues in American education: equity, excellence and efficiency. Emphasizes theories and techniques of policy analysis, including implementation strategies, cost/benefit analysis, and evaluation. Usually offered every spring.

**EDU-639 Effective Leadership Skills (3)** A theory-based, skills-oriented workshop for administrators, dealing with concepts of administrative effectiveness, administrative style awareness, style flexibility, situational diagnosis skills, and team skills. Usually offered every spring. *Prerequisite:* EDU-631.

**EDU-640 Rotating Topics in Adult and Experiential Learning (3)** Topics vary by section, may be repeated for credit with different topic. Focuses on the experiences and participation of adults as learners. Topics include institutional responses to the increased participation of adults; instructional strategies and curriculum development for adult learners; the efficacy and implementation of experiential learning; and the concepts and practices of adult learning theory. Usually offered every term.

**EDU-642 Training Program Design (3)** An introduction to the design and delivery of adult training programs, emphasizing the development of skills in a variety of training components: needs assessment, goals and objectives, training methodologies and materials, and evaluation. This course is equally appropriate for novice trainers or those with previous experience. Usually offered every fall.

**EDU-644 Language Development and Remediation (3)** How does one learn to use language to express thoughts and feelings? How does one teach a learning-disabled child to communicate ef-

fективely? This course discusses the developmental sequence of language learning, the nature of language disorders, diagnostic assessment of language disorders, and remedial techniques. Usually offered every spring.

**EDU-645 Learning Disabilities I (3)** Examines neurological and developmental aspects of learning disabilities. Gives an overview of the field, emotional and social implications of learning disabilities, and how current brain research can impact teaching and counseling this population. Emphasis is on seeking the strengths of the child or adult with learning disabilities, how to foster the different intelligences, and in formally diagnose the weaknesses. Usually offered every fall. *Prerequisite:* permission of instructor.

**EDU-646 Learning Disabilities II (3)** Develops diagnostic capabilities in order to select and design materials and programs for learning-disabled children and youth. Diverse methods of teaching are introduced. Special problems of learning-disabled adolescents and adults are studied in depth. Postsecondary education, career awareness, and career development approaches and programs are represented. Counseling techniques for parents and mainstream teachers are also addressed. Usually offered every spring. *Prerequisite:* EDU-645.

**EDU-647 Global and Multicultural Education (3)** This course deals with the role of American education in an interdependent world, examining both the multicultural character of American classrooms and the international dimensions of the American school curriculum. It explores such issues as ethnocentrism, empathy, and global awareness, including an analysis of educational materials and methods useful in treating these issues. A special emphasis is placed on developing skills for cross-cultural understanding and communication. Usually offered every spring.

**EDU-648 Education and Development: Sector Analysis (3)** Examines education as a social institution that both reflects and influences social, economic, and political life in nation states and globally. Emphasizes the role of education as an engine for change in the Third World. Organized around a logical framework of analysis, sometimes called the Sector Assessment Format, this course analyzes and compares educational systems by examining issues of access, equity, international efficiency, quality, and external efficiency. Usually offered every spring.

**EDU-649 Nonformal Education and Development (3)** An examination of the role of nonformal education in the economic, social, and political development of developing nations. Specifically, the course deals with out-of-school programs in adult education, literacy, health, family planning, agriculture, nutrition, and community development. Case materials from several countries are used to study the issues and techniques involved in human resource development. Usually offered every fall.

**EDU-662 Classroom Management (3)** Study of the instructional and behavioral components of classroom management. Students gain skills in assessing behavior problems, planning interventions, implementing various strategies, and evaluating the effectiveness of interventions. Special attention is given to diverse populations of students, including exceptional needs, different cultural backgrounds, English as a second language, and low socioeconomic status. Usually offered every fall and summer.

**EDU-666 Legal Issues in Education (3)** For advanced graduate students. Study of student-institution relationship, institutional ju-

dicial systems, student rights, records, and due process issues. Usually offered in alternate years.

**EDU-671 Foundations of Reading: Diagnosis and Remediation** (3) Broad considerations underlying the teaching of reading with emphasis on reading disability and problems of the disabled reader. Usually offered every fall and summer.

**EDU-683 Curriculum Design for the Classroom** (3) An exploration and analysis of the foundation of design and development of curriculum from pre-K through 16. Students study the impact of policy on curriculum and analyze various components of design and delivery in the classroom.

**EDU-685 Proseminar: International Training and Education** (3) Serving as a capstone course for the M.A. in International Training and Education, students prepare a portfolio that synthesizes their program of study and identifies and analyses organizations that operate in their area. Usually offered every fall. *Prerequisite:* EDU-647 or EDU-648; International Training and Education M.A. candidates or permission of instructor.

**EDU-690 Independent Study Project in Education** (1-6) *Prerequisite:* permission of instructor and department chair.

**EDU-692 Cooperative Education Field Experience** (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

**EDU-693 Personnel and Program Evaluation** (3) Develops the systematic skills needed to conduct evaluations of training and development programs in various educational and organizational settings. Usually offered every spring.

**EDU-699 Student Teaching** (6) Student teaching in elementary, secondary, and ESOL classrooms as appropriate to student interest and professional preparation. Student teaching includes observation, planning, teaching, and conferences with cooperating teachers and university supervisors. Required bi-weekly seminars focus on relevant teaching and educational issues. Preparation of a professional portfolio for initial teacher licensure (certification) is required. Students provide their own transportation. Usually offered every term. *Prerequisite:* successful completion of appropriate methods courses, satisfaction of the School of Education's policy regarding ongoing assessment of academic and professional performance, and permission of SOE advisor.

**EDU-713 Advanced Training Program Design** (3) This course models a variety of types of training such as diversity, health/behavior change, literacy, conflict resolution, small business, and youth and/or outward bound training. It focuses on skills building and discussion of strategies for co-facilitation, difficult participants, and misinformed needs analysis. The course is structured as a 'training practicum' through which students develop and conduct training exercises that are video taped and critiqued through class discussion. *Prerequisite:* EDU-642 or permission of instructor or program director.

**EDU-719 The Uses of Technology in Education** (3) An introduction to computer literacy focusing on the effective use of technology in teaching and educational management. The course emphasizes criteria for evaluating software; using technology for effective teaching; and applying technology to strengthen management systems. Also provides students hands-on experience with broad range of software and practical experience in applying technology to teaching and management. Meets with EDU-519. Usually offered every fall.

**EDU-760 Advanced Technology in Education** (3) Students gain hands-on experience with current and emerging applications includ-

ing system server architecture, application programming, product development, and project evaluation. Emphasis on informed, data-based decision making as a guide to identification, purchase, and assessment of expert services and equipment, and development of skills to enact and administer specific solutions. Meets with EDU-560. Usually offered every spring. *Prerequisite:* EDU-719 or permission of instructor.

**EDU-765 Seminar in Educational Leadership** (3) Analysis and integration of major theoretical approaches of educational leadership. Emphasis is on current research about educational leadership and critical examination of current issues and problems facing educational leaders. Usually offered every spring.

**EDU-789 Qualitative Research in Education** (3) Analysis of and practice in the design and development of qualitative educational research. Emphasizes the nature and function of educational research; the epistemological, social, and value assumptions and issues in educational research; the nature and function of specific approaches to qualitative research; attributes of exemplary qualitative research in education; and ethical concerns and principles. Usually offered every summer. *Prerequisite:* EDU-610.

**EDU-790 Quantitative Research in Education** (3) Analysis of and practice in the design of quantitative educational research. Emphasizes the nature and function of quantitative data gathering and analysis and the statistical approaches and techniques utilized to obtain particular outcomes. Usually offered every spring. *Prerequisite:* EDU-610.

**EDU-792 In-Service Training Project: Internship in Education** (3-9) Internships in cooperating school systems, colleges and universities, and other agencies and organizations as an integral part of degree programs in the School of Education. May be repeated for credit. Usually offered every term.

**EDU-797 Master's Thesis Seminar** (1-6)

**EDU-798 Proseminar in Education** (1-2) School of Education full-time faculty present their own research to doctoral students to demonstrate both the variety of disciplinary and methodological approaches to educational research, and to indicate the areas of their current research. Sessions are also devoted to a review of research and statistical methodologies. Usually offered every fall. *Prerequisite:* admission to Ph.D. in Education, or master's students with permission of dean. *Note:* may be taken pass/fail only.

**EDU-799 Doctoral Dissertation Seminar** (1-9) Students with approved dissertation proposals continue their research, analysis, and writing in a learning environment which provides faculty supervision and peer support. Emphases include editing, organization, and analytic and interpretive techniques to complete a dissertation. Students may enroll for up to 3 credit hours prior to the dissertation proposal. May be taken pass/fail only. *Prerequisite:* advancement to candidacy.

## Environmental Studies

### Undergraduate Courses

**ENVS-102 Seminar in Environmental Issues** (1) This seminar for beginning environmental studies majors introduces students to the domain of environmental science as a discipline. The scientific, economic, and social issues underlying major environmental problems are presented through faculty and guest speakers, readings, and discussions. Usually offered every term.

**ENVS-104 Issues in Marine Science I (1)** This course for students entering the marine science program is an introduction to major issues in marine science. The course helps students develop critical understanding of the scientific process through readings on current issues in marine science, discussions, and interaction with guest speakers. Usually offered every fall.

**ENVS-105 Issues in Marine Science II (2)** A continuation of ENVS-104. This course introduces students to the range of activities in carrying out scientific research through readings, lectures, guest speakers, and field trips. Includes developing research interests, writing research grant proposals, the peer review and publication process, and the impact of research findings on society at large. Usually offered every spring. *Prerequisite:* ENVS-104.

**ENVS-240/ENVS-240G Oceanography 5:2 (3)** The study of the sea from a global perspective. Emphasis on chemical and physical oceanography as it affects life in the seas and the world economies. Includes origin of the oceans, basic navigation, marine geography, plate tectonics, heat budgets, climatology, meteorology, winds, currents, waves, tides, productivity, and fisheries. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G or PSYC-115G

**ENVS-250/ENVS-250G Living in the Environment 5:2 (3)** An introduction to environmental science. This course focuses on key principles that govern how nature works, the interactions between human society and ecosystems, and current and potential solutions to environmental problems. Includes energy flow through ecosystems, properties of natural communities and human societies, resource conservation and management, and environmental ethics. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G

**ENVS-301 Arid Land Environments (3)** An overview of natural desert habitats, with special attention to aquatic habitats. Human modification and use of arid lands is also examined. Usually offered every spring, includes 10-day trip to Israel during the intersession break.

**ENVS-302 Environmental Issues in Hungary and Eastern Europe (6)** An in-depth look at environmental problems, solutions, and natural areas of Hungary and Eastern Europe. Includes environmental impacts of EU membership, trans-national disputes about the Danube, and protection of natural areas. Usually offered alternate summers. *Prerequisite:* ENVS-102 or BIO-250.

**ENVS-303 Environmental Issues in the Chesapeake Bay (6)** An in-depth look at environmental problems, solutions, and ecosystems of the Chesapeake Bay. Includes bay water chemistry, cleanup efforts, and the environmental state and cultural history of the bay. Usually offered alternate summers. *Prerequisite:* ENVS-102.

**ENVS-304 Potomac River Ecosystems (3)** Study of the biological and physical components of the Potomac River from its headwaters in West Virginia to the mouth of the river at Point Lookout. Emphasis is on the variety of wetlands and riparian habitats in the Potomac basin. Usually offered every summer. *Prerequisite:* BIO-210.

**ENVS-360 Environment and the Atmosphere (3)** Description and analysis of the physical phenomena of the earth's atmosphere. Mechanics, fluid dynamics, and thermodynamics of the atmosphere, quantitative analysis of climatic fluctuations and their im-

pact on ecological and economic systems. Climatic changes and climatic control: ozone depletion and greenhouse gases. Usually offered every third semester. *Prerequisite:* MATII-211 or MATI-221.

**ENVS-375 Water Resources (3)** A study of the availability, quality, dynamics, and cycles of water. Emphasizes the hydraulic cycle, movement of water in aquifers, floods and droughts, drainage basin analysis, and factors affecting water quality. Meets with ENVS-675. Usually offered alternate falls. *Prerequisite:* MATII-211 or MATI-221.

**ENVS-390 Independent Reading Course in Environmental Studies (1-6)** *Prerequisite:* permission of instructor and department chair.

**ENVS-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ENVS-420 Applied Oceanography with Laboratory (4)** Principles of physical, chemical, and biological oceanography are covered in this course. In addition, readings and discussions are used to critically examine recent findings in this field. Includes the history of ocean sciences, earth structure, plate tectonics, atmospheric circulation and weather, waves and currents, nutrient cycling, marine biological processes, and the impact of human activity on marine processes. Usually offered alternate falls. *Prerequisite:* BIO-210 or BIO-240.

**ENVS-425 Advanced Marine Ecology with Laboratory (4)** In-depth examination of both physical and biotic processes that affect marine communities. Includes nutrient cycling and primary productivity, the role of perturbations on marine diversity, and populationiology and conservation. Laboratories consist of computer modeling exercises to gain mechanistic understanding of marine ecological processes. Usually offered alternate springs. *Prerequisite:* BIO-210 or BIO-240; statistics and calculus are recommended.

**ENVS-490 Independent Study Project in Environmental Studies (1-6)** *Prerequisite:* permission of instructor and department chair.

**ENVS-492 Senior Capstone in Environmental Studies (3)** An in-depth examination of two major sites of environmental concern and controversy from a variety of scientific and social perspectives. One site, such as the Yellowstone Ecosystem, will be of national importance, and one, such as the Anacostia River, will be of local importance. Usually offered every spring. *Prerequisite:* senior environmental studies majors.

#### Graduate and Advanced Undergraduate Courses

**ENVS-505 Energy (3)** General overview of sources of energy and the energy problem with a strong focus on the relevant physical concepts. Includes the definition of work, energy, and power, electricity and magnetism, chemical energy, nuclear energy, thermodynamics, and alternative energy sources. Usually offered alternate springs. *Prerequisite:* ENVS-580, ENVS-581, STAT-514, and STAT-515.

**ENVS-510 Climatology (3)** Provides a detailed overview of the elements of climatology and the effects of pollution on the environment. Includes the radiation balance of the sun heated planet and how this energy shapes our climate, the physics of the atmosphere, atmospheric circulation, continental and marine climates, and the influences of topography, vegetation, forest and agriculture, air pollution, vehicular travel, urban construction, and fossil

fuel sources on the climate. Usually offered alternate falls. *Prerequisite:* ENVS-580, ENVS-581, STAT-514, and STAT-515.

**ENVS-520 Biogeochemistry (3)** Description and analysis of the physical phenomena occurring on the earth. Earth as a dynamic planet; two major energy systems: hydrologic and tectonic systems. The relationship between geological changes and human activities: human activities change geological materials and processes on the earth, and natural processes and events affect society. *Prerequisite:* ENVS-580, ENVS-581, STAT-514, and STAT-515.

**ENVS-572 Topics in Conservation Biology (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on current research in conservation biology, including habitat protection, ecosystem management, and captive breeding. Usually offered alternate springs. *Prerequisite:* BIO-423 or graduate standing, or permission of instructor.

**ENVS-575 Environmental Risk Assessment (3)** The nature and methods of environmental risk assessment through critical analysis of case histories. The scientific concepts and analytic methods of each case study is explored through solution to sets of specific problems. Case studies include statistical modeling of environmental risk factors, the principle of uncertainty, toxicology, epidemiology, the meaning exposure, types of technical risks, basics of decision analysis, and effective communication of risk assessment results. Usually offered every fall. *Prerequisite:* advanced undergraduate major or graduate student in environmental studies.

**ENVS-580 Environmental Science I: A Quantitative Approach (3)** Estimation of environmental interactions through the formulation and analysis of simple, mathematical models enabling exploration of the consequences of a variety of assumptions and conditions. Includes measurement, steady-state modes, and thermodynamics. Usually offered every fall. *Prerequisite:* one year of calculus and one year of laboratory science.

**ENVS-581 Environmental Science II: A Quantitative Approach (3)** Estimation of environmental interactions through the formulation and analysis of simple mathematical models enabling exploration of the consequences of a variety of assumptions and conditions. Includes non-steady box models, biogeochemistry, and climatology. Usually offered every spring. *Prerequisite:* ENVS-580.

**ENVS-582 Environmental Law (3)** An overview of environmental law and environmental regulation for environment scientists and environmental policy analysts. Usually offered alternate springs. *Prerequisite:* ENVS-580 and ENVS-581 or permission of instructor.

**ENVS-590 Independent Reading Course in Environmental Studies (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**ENVS-675 Hydrology (3)** A study of the availability, quality, dynamics, and cycles of water. Emphasizes the hydraulic cycle, movement of water in aquifers, floods and droughts, drainage basin analysis, and factors affecting water quality. Meets with ENVS-375. Usually offered alternate falls.

**ENVS-681 Environmental Research Seminar and Practicum (1-3)** An in-depth exploration of real world environmental problems from a variety of science and policy perspectives. Usually offered every term. *Prerequisite:* ENVS-580 and ENVS-581.

**ENVS-690 Environmental Science Research (1-3)** Independent research projects in environmental science. Usually offered every term.

**ENVS-691 Internship (1-3)** Prerequisite: permission of instructor and department chair.

**ENVS-692 Cooperative Education Field Experience (3-6)** Prerequisite: permission of department chair and Cooperative Education office.

## Business: Finance and Real Estate

### Undergraduate Courses

**FIN-200/FIN-200G Personal Finance and Financial Institutions 4:2 (3)** Provides the background for making personal financial decisions within a social and institutional context and developing future financial plans. Shows how to set financial goals, devise strategies to attain them, and understand the tradeoffs inherent in the decision making process. Includes cash flow control, banking, credit, taxes, financing houses and automobiles, insurance, investments, and estate planning. Usually offered every term. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G.

**FIN-312 Survey of Investments (3)** Survey course in investments for non-business majors. The course describes the risk-return characteristics of common and preferred stocks, bonds, mutual funds, and other investment alternatives and develops a framework for analyzing investments and their usefulness in forming investment portfolios. Elementary concepts of accounting, economics, and financial markets necessary to understanding investment analysis are developed in the course. No math beyond basic algebra is required. Usually offered every spring. *Note:* students may not receive credit for both FIN-312 and FIN-469.

**FIN-365 Business Finance (3)** Introduction to business finance, including global aspects, overview of money, and capital markets; financial analysis and time value of money; corporate securities, stock and bond pricing; acquisition and use of funds and cost of capital; capital budgeting. Also includes an introduction to portfolio diversification and asset pricing models. Usually offered every term. *Prerequisite:* ACCT-240, ECON-200, STAT-202, and upper-division standing.

**FIN-373 Real Estate Principles and Transactions (3)** Principles and practices of listing real property, agreement of sale, and the transfer of title or ownership and interests. Drawing documents, contracts, deeds, leases, financing and other instruments. Private and public property rights, liens, taxes, assessments, and other claims on real estate. Mathematical problems in investment real estate. Approved for the real estate salesperson examination. Usually offered once a year. *Prerequisite:* FIN-365 or FIN-200 and upper-division standing.

**FIN-391 Internship in Finance (1-6)** Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* FIN-365 and upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

**FIN-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* FIN-365, upper-division standing, 9 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

**FIN-464 Financial Markets and Institutions (3)** The history, purposes, functions, and organizations of the short-term money market and long-term capital market. An integrated view of the

participating institutions and the markets in which they operate, their investment constraints, and resulting portfolios. Usually offered every term. *Prerequisite:* FIN-365 and upper-division standing.

**FIN-465 Derivative Securities (3)** Analysis of debt and equity-based futures and options contracts and their underlying cash market instruments. Characteristics of derivative instruments markets. Pricing of derivative instruments. Speculative, hedging, and arbitrage uses of derivative instruments. Risk-return tradeoffs in speculation and hedging. Limited coverage of currency futures and options and exotic derivative instruments. Usually offered every term. *Prerequisite:* FIN-365 and senior standing.

**FIN-468 Intermediate Corporate Finance (3)** Investment, financing, and dividend-policy decisions of the financial manager. Case studies and problems are some of the tools used to enable the student to make and see the effects of financial decisions. Usually offered every term. *Prerequisite:* FIN-365 and senior standing.

**FIN-469 Investment Analysis (3)** Investment objectives. Methods of appraising corporate equity, debt, and other securities. Portfolio theory and management, technical analysis, random walk theory, and the role of institutional investors. Case studies and computer simulation are used. Usually offered every term. *Prerequisite:* FIN-365 and upper-division standing. *Note:* students may not receive credit for both FIN-469 and FIN-312.

**FIN-470 Senior Seminar in Finance (3)** Capstone seminar dealing with current issues and recent developments in corporate financial management, investments and financial institutions. Integrates previous courses in finance and real estate and extends into new areas as appropriate. Provides students with extensive literature review and the opportunity to conduct formal research in finance. Usually offered every term. *Prerequisite:* senior standing with at least 9 credit hours of finance/real estate in addition to FIN-365 or permission of department chair.

**FIN-474 Real Estate Finance and Economics (3)** Impact of the national economy on real estate; application of macroeconomics (GNP, consumer spending, inflation, interest rates, and other data) to housing and commercial property; mortgage market analysis, including ARMs and creative financing, secondary mortgage markets, MBSs, CMOs, and other new developments in real estate finance. Usually offered every term. *Prerequisite:* FIN-365 and upper-division standing.

**FIN-475 Real Estate Management and Development (3)** Property management, development, operation, and construction of physical real estate, including residential, industrial, office, hotel, and retail. Development/investment strategies including land-use planning, zoning, entitlement, and coordination of construction, and valuation of land, including real options. Operation and management of property, including issues of agency and self-selection, tenant selection, retention, and management. Usually offered every spring. *Prerequisite:* FIN-365 and upper-division standing.

**FIN-490 Independent Study Project in Finance and Real Estate (1-3)** *Prerequisite:* FIN-365, upper-division standing, and permission of instructor, department chair, and associate dean.

#### Graduate and Advanced Undergraduate Courses

**FIN-510 Real Estate Law (3)** The nature and scope of this course is to give students a basic understanding and knowledge of the history and philosophy of real estate law, its concepts and principles,

and the relationships and functions of real estate law. Specific concepts and areas of real property law are covered. Usually offered every spring and summer. *Prerequisite:* senior or graduate standing.

#### Graduate Courses

**FIN-605 Managerial Economics (3)** Application of economic theory to management problems, using basic economic tools and techniques of economic analysis to analyze decision-making problems faced in private business, government agencies, and non-profit organizations. Usually offered every term.

**FIN-614 Financial Management (3)** Financial theory and techniques of analysis, including valuation theory, theories of risk measurement, managing the firm's investment decisions and capital structure, sources of financing for the firm and financial planning and analysis. Usually offered every term. *Prerequisite:* ACCT-607, FIN-605 and ITEC-610.

**FIN-630 Financial Analysis: Concepts and Applications (3)** The use of accounting and finance as a management tool in financial analysis, planning, and decision making. Underlying concepts of accounting, the role of accounting in management planning and control, and financial statement analysis. Financial theory and techniques involving time value of money, valuation, risk measurement, and managing the firm's investment decisions, financing, and dividend policy decisions. Usually offered every term.

**FIN-631 Legal Issues of Financial Management (1.5)** Particular emphasis on legal concepts related to the financial sales transaction. The law of sales, commercial paper (negotiable instruments), and secured transactions with emphasis on the Uniform Commercial Codes, Articles 2,3,4 and 9. Students study the particular substantive legal areas related to the sale of goods and the secured financing necessary for that sale and simultaneously explore generic legal issues related to the drafting and interpretation of all statutory materials. *Prerequisite:* ACCT-623.

**FIN-671 Advanced Financial Management (3)** This course examines at an intermediate level the problems of managing short term assets including cash, marketable securities, accounts receivable and inventory, managing the acquisition and disposal of long-term assets, and financing decisions including leverage, leasing, mergers, and international issues. Students become familiar with both the basic theory in each of these areas and various strategies for integrating the theory with practice. Usually offered every term. *Prerequisite:* ACCT-607 and FIN-614.

**FIN-672 Investment Analysis and Portfolio Management (3)** The purpose and operations of security markets; investment instruments and their characteristics; introduction to portfolio and capital market theory; theory of valuation, bonds, and the term structure of interest rates; options, commodity and financial futures; investment companies; and international investments. Usually offered every term. *Prerequisite:* FIN-614.

**FIN-673 Corporate Valuation and Financial Strategy (3)** Examines ways to increase firm value through corporate restructuring. Includes the theoretical background on restructuring, valuation techniques, mergers, acquisitions, spin-offs, divestiture activities, LBOs, and financial distress. Reviews theory and practice through case analysis and emphasizes valuation analysis and the role of financial markets in each area. Usually offered every fall. *Prerequisite:* FIN-614.

**FIN-674 Derivatives and Risk Management (3)** A comprehensive study of equity and debt-based futures with other derivative instruments given secondary consideration. Characteristics of exchanges and market participants; Pricing of derivative instruments; Hedging, speculative, and arbitrage applications of derivative instruments are analyzed. *Prerequisite:* FIN-614.

**FIN-676 Financial Institutions (1.5)** A survey of financial markets and non-depository institutions. Characteristics of money and capital markets and major financial instruments traded on these markets are analyzed. Debt market instruments and the management of interest rate risk are emphasized. Financial institutions covered include insurance companies, pension funds, the U.S. Treasury, federal agencies, mutual funds, and finance companies. *Prerequisite:* FIN-614.

**FIN-677 Financial Statement Analysis (1.5)** This course focuses on the use of financial statement information by investors and analysts as a basis for understanding a firm's current performance, assessing its future prospects, and valuing ownership and other claims. The organizing theme for the course is the use of accounting information for equity valuation, but attention is given to other applications such as credit analysis and the detection and resolution of financial distress. Meets with ACCT-677. Usually offered every term. *Prerequisite:* FIN-614.

**FIN-680 Investment Banking (1.5)** Investment banks became the most visible financial institutions operating in the global financial markets of the 1980s and 1990s. This course examines the function of investment banks and the development of the industry. *Prerequisite:* FIN-614 and FIN-672.

**FIN-681 Financial Intermediation in Emerging Markets (1.5)** Nations are increasingly turning to free capital markets and to intermediate resources to finance their development. This course examines the specific contributions that financial markets and institutions can make in reaching their goals of economic growth and development. *Prerequisite:* FIN-614.

**FIN-682 Managing Depository Institutions (1.5)** This course builds on FIN-676 Financial Institutions by providing a more comprehensive analysis of the management of the risks faced by financial institutions (interest rate, credit, liquidity, reinvestment; and also political, market, and exchange risks) in the context of maximizing the value of the financial firm. Capital structures and asset choice are considered in the context of managing risks. Duration analysis, value at risk, and credit-scoring models are also included. Usually offered once a year. *Prerequisite:* FIN-676.

**FIN-685 Topics in Finance and Real Estate (1.5-3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics of special interest in finance, real estate, and related interdisciplinary topics.

**FIN-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**FIN-691 Internship (1.5)** *Prerequisite:* permission of instructor and department chair. *Note:* may be taken pass/fail only.

**FIN-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**FIN-730 Real Estate Principles and Investment (3)** This course provides a comprehensive overview of fundamental real estate principles and the laws and economic factors that impact real estate markets. Focusing on critical real estate concepts, tools, and practices, the

course is relevant for students seeking to acquire a real estate license or improve their real estate management skills. Includes legal descriptions of real estate: estates, encumbrances, liens, and homesteads; agency and contracts; real estate mathematics and finance; lenders, appraisal, escrow, and title insurance; leases and the landlord-tenant relationship; urban economics and planning; taxation; and careers in real estate. Usually offered every summer. *Prerequisite:* FIN-614.

**FIN-731 Real Estate: Managing Properties (1.5)** A study of the analysis and structure of investing in income-producing properties. The efficiency of the real estate market and legal structures of organizations. Appraisal procedures, financing, and acquisition. Cash flow and financial statement analysis, and risk and return. Project analysis. *Prerequisite:* FIN-614.

**FIN-732 Residential Real Estate and Mortgage Markets (1.5)** Opportunities and risks of real estate investment are examined at the local and global level. These include investment in property and securities swaps and hedging, and international investment players, including pension funds and insurance companies. Usually offered every fall. *Prerequisite:* FIN-614.

**FIN-733 Commercial Real Estate and Mortgage Markets (3)** This course emphasizes the entrepreneurial side of real estate finance and investment. Students carry out a project, including selecting a property, organizing the venture, developing marketing and leasing, performing an appraisal, obtaining financing, and developing a spreadsheet structure to analyze the risks and returns. Classroom material is fully integrated with the project at each stage. Usually offered every term. *Prerequisite:* FIN-614.

**FIN-734 Real Estate Development (3)** The first part of this course examines real estate development, including the pricing and assembly of land and focusing on carrying out a real estate development project. The second considers secondary mortgage markets including securitization, with emphasis on the current state of secondary mortgage markets. Usually offered every term. *Prerequisite:* FIN-614.

## Art: Graphic Design

### Undergraduate Courses

**GDES-100 Design Literacy (3)** This course introduces students to the ubiquity and multiplicity of purpose of graphic design and the applied arts in general. Students discover the cultural dimensions of visual and verbal elements and learn to appreciate international issues related to the globalization and localization of design messages. Students carry out hands-on projects to explore aesthetic and communicational aspects of design. Usually offered every term.

**GDES-200 Introduction to Graphic Design (3)** A studio design course integrating materials, visual principles, and the design process to solve graphic communication problems. Students develop fluency in visual language to form a basis of aesthetic judgement and develop methods of analysis and inquiry which underlie creative thinking. Studio practice combines with class critiques and site visits. Usually offered every term.

**GDES-210 Introduction to Typography (3)** Theory and analysis of letter forms as design and symbol. Study of typefaces, arrangement, and setting. Exploration of the use of typographic resources to create hierarchy, enhance communication, and support meaning. Usually offered every term.

**GDES-220 Computer Literacy for Design (3)** Concentration on the development of technical skills by enabling students to use the computer as a tool for solving design problems. The course is geared

towards foundation knowledge in using desktop publishing, illustration, digital imaging, and new media software, along with other technical and hardware computer issues. Usually offered every term.

**GDES-230 Graphic Design History (3)** Graphic images have been used from prehistory to the computer age. A lecture-discussion format presents the historical context for the graphic arts of calligraphy, typography, book design, diagramming, and illustration. Emphasis on the relationship of these applied arts to the fine arts, technology, and social history, as well as the application of this visual language to contemporary design problems. Usually offered every term.

**GDES-300 Intermediate Typography (3)** Exploration of complex typographic problems, information organization, and project development and presentation. Students rely on typography as a primary expressive tool to resolve design problems and explore relationships between type and image. Usually offered every fall. *Prerequisite:* GDES-200, GDES-210, GDES-220, and COMM-330.

**GDES-310 Print Design and the Computer (3)** Emphasis on the technical procedures that translate graphic design from an idea to a printed piece and proficiency in the use of print-related software. Includes development of comprehensive sketches, pre-press preparation, color separation, and printing procedures. The class format includes lectures, studio projects, and local field trips. Usually offered every term. *Prerequisite:* GDES-200, GDES-210, GDES-220, and COMM-330.

**GDES-315 Experience Design and the Computer (3)** Emphasis on the processes that translate graphic design from an idea to a digital-supported experience and advanced proficiency in the use of new media and interactivity-related software. Includes preparation of comprehensive sketches and development, storage, and distribution procedures. The class format includes lectures, studio projects, and guest speakers. Usually offered every term. *Prerequisite:* GDES-200, GDES-210, GDES-220, and COMM-330.

**GDES-320 Design and Photography (3)** Through a combination of digital and analog media, students integrate photography as an image-making tool for solving design problems and to generate original images. Emphasis is on the sketching, planning, and realization of photo-shoots and on the development of art direction skills. Usually offered every spring. *Prerequisite:* GDES-300.

**GDES-325 Kinetic and Sequential Graphics (3)** Application of typographic and design principles to the environment of the moving image. Kinetic typography, identity, and other presentation graphics as they apply to linear or interactive sequential design. Usually offered every spring. *Prerequisite:* GDES-300.

**GDES-350 Illustration (3)** Students explore illustration as a communicational concept delivery tool. From basic black-and-white techniques, including representational drawings and pictograms, to complex color, collage, and mixed media. Usually offered every spring. *Prerequisite:* graphic design major or minor.

**GDES-390 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

**GDES-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**GDES-400 Advanced Design I: Systems Design (3)** Concentration on the research, design, and production of complex design projects implemented through diverse applications. Emphasis on professional, organizational, and presentation skills. Includes corporate identity, environmental graphics, promotional graphics, and other

multiple design systems. Usually offered every fall. *Prerequisite:* GDES-320.

**GDES-405 User Experience Design I (3)** Exploration of design for user-defined media. Concentration on interface design, interactivity, and information architecture issues as they pertain to design. Students develop solutions for different audience-selected experiences and non-linear design problems. Usually offered every fall. *Prerequisite:* GDES-325.

**GDES-420 Advanced Design II: Narrative Design (3)** Practical consideration and execution of complex design projects with concentration in publication, book, and other comprehensive print-based projects. Students also devote time to preparation of portfolios. Usually offered every spring. *Prerequisite:* GDES-400.

**GDES-425 User Experience Design II (3)** Practical consideration and execution of projects in design with concentration in interactive and other digitally-based and technology-related problems. Students also devote time to preparation of portfolios. Usually offered every spring. *Prerequisite:* GDES-405.

**GDES-450 Packaging Design (3)** Development of three-dimensional design solutions related to the presentation of objects and products. Students explore structural, production, and communicational aspects of packaging. Usually offered every spring. *Prerequisite:* GDES-300 or permission of department.

**GDES-490 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**GDES-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

## General Education

---

### Undergraduate Courses

**GNED-210G General Education Area 1 Topic (3)** Special topics offered periodically for second-level General Education credit in Curriculum Area 1. *Prerequisite:* General Education Curriculum Area 1 foundation course.

**GNED-220G General Education Area 2 Topic (3)** Special topics offered periodically for second-level General Education credit in Curriculum Area 2. *Prerequisite:* General Education Curriculum Area 2 foundation course.

**GNED-230G General Education Area 3 Topic (3)** Special topics offered periodically for second-level General Education credit in Curriculum Area 3. *Prerequisite:* General Education Curriculum Area 3 foundation course.

**GNED-240G General Education Area 4 Topic (3)** Special topics offered periodically for second-level General Education credit in Curriculum Area 4. *Prerequisite:* General Education Curriculum Area 4 foundation course.

**GNED-250G General Education Area 5 Topic (3)** Special topics offered periodically for second-level General Education credit in Curriculum Area 5. *Prerequisite:* General Education Curriculum Area 5 foundation course.

## Government

---

### Undergraduate Courses

**GOVT-102 Selected Topics in Leadership (1-2)** Topics vary by section, may be repeated for credit with different topic. Analyses of topics in leadership in a global era, with special attention to law and justice, politics and political reform, and civil and human rights. *Prerequisite:* permission of department. Usually offered every summer.

**GOVT-105/GOVT-105G Individual Freedom vs. Authority 2:1**  
**(3)** The study of major philosophical discussions of the conflict between individual freedom and authority with analysis of the relation between this conflict and the problem of organizing a government. Usually offered every term.

**GOVT-110/GOVT-110G Politics in the United States 4:1 (3-4)**  
 Study of major philosophical concepts that shaped government in the United States combined with an analysis of contemporary political institutions and behavior, focusing on the American governmental system. Four-credit sections include Washington laboratory experiences. Usually offered every term. *Note:* students may not receive credit for both GOVT-110/GOVT-110G and GOVT-120.

**GOVT-120 Introduction to American Politics (3-4)** Pluralism, constitutional bases of government, political participation and elections, and the major national institutions involved in policy making. Usually offered every term. *Note:* students may not receive credit for both GOVT-120 and GOVT-110/GOVT-110G.

**GOVT-130/GOVT-130G Comparative Politics 3:1 (3)** How different societies, both Western and non-Western, have approached the political problems of order and responsiveness. The relationships, in a cross-cultural perspective, between the individual and the state; social and economic processes; culture and behavior. Usually offered every term.

**GOVT-165 How Washington Works (3)** An introductory overview of the basic features of the U.S. political system, with an emphasis on how they affect the decision-making process in Washington, D.C. It examines both the formal branches of government—Congress, the presidency and executive, and judiciary—and non-formal actors including interest groups and lobbyists, the press and other media, and policy research and advocacy institutions, as well as the role of foreign embassies and international organizations. Offered every spring. Required course for the Abroad at AU certificate program. No credit for Government or CLEG major requirements.

**GOVT-210/GOVT-210G Political Power and American Public Policy 4:2 (3)** Introduction to political power and how the domestic policy process works; how to evaluate American domestic policy; and the content of several major domestic policies such as energy, environment, health, education, welfare, economic stability, labor, and justice and social order. Usually offered every term. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G

**GOVT-215/GOVT-215G Civil Rights and Liberties 4:2 (3)** The legal, political, and philosophical status of rights and liberties protected under the Constitution and laws of the United States; how political processes affect the definition of rights. Usually offered every term. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G

**GOVT-231 Third World Politics (3)** Political order and change in selected countries in Africa, Latin America, and Asia, emphasizing nation building, ideology, development, and the role of the military. Usually offered every fall and spring. *Prerequisite:* GOVT-130.

**GOVT-232 Politics of Postindustrial Societies (3)** Comparative study of participation, public policy, and policymaking in postindustrial societies. The effects of technology and science on values and social change. Usually offered every term. *Prerequisite:* GOVT-130.

**GOVT-235/GOVT-235G Dynamics of Political Change 3:2 (3)** Theoretical perspectives on political change together with case studies of societies in which the status quo has broken down. Emphasis on

the political, cultural, social, and psychological aspects of domestic crisis and revolution, with the objective of increasing awareness and appreciation of other nations and their struggles. Usually offered every term. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G.

**GOVT-240 Metropolitan Politics (3)** The growth of cities and metropolitan areas. Evolution of the city and its surrounding areas as a focus of public policy. Analysis of decision making techniques, intergovernmental relations, and ethnic politics. Implications of financial resources and suburban attitudes on metropolitan politics and policy making. Usually offered every term.

**GOVT-303 Ancient Political Thought (3)** An in-depth approach to political philosophy beginning with the pre-Socratics and extending through the Platonic dialogues, Aristotle, and Roman civil law. Meets with GOVT-603. Usually offered every fall. *Prerequisite:* GOVT-105.

**GOVT-305 Modern Political Thought (3)** Works of major political theorists from the sixteenth to the twentieth century and their application to current questions of theory and method. Included are Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Mills, Hegel, Marx, and others. Meets with GOVT-605. Usually offered every spring. *Prerequisite:* GOVT-105.

**GOVT-306 American Political Thought (3)** Concepts and theories on the nature and operation of American politics and government. Meets with GOVT-606. *Prerequisite:* GOVT-105.

**GOVT-307 Dissent, Conscience, and Authority (3)** The dilemma posed by the conflict between conscience and authority that adheres at every level of society (the family, the classroom, the work place, the civic group, as well as governmental agencies and the military) is examined from a social science perspective. Usually offered every fall.

**GOVT-310 Introduction to Political Research (3)** An introduction to political science research, including the logic of analysis, research design, and the basics of quantitative analysis. Application of gathering data and of analytic and statistical techniques to contemporary political problems. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-315 Elections and Voting Behavior (3)** The role of public opinion, interest groups, social movements, and political parties in plural societies. Problems in political participation, communication, representation, and leadership. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-320 The Presidency (3)** The role of the presidency in the political system, including presidential power, personality, response to public opinion, interaction with the cabinet and bureaucracy, Congress, and political parties. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-321 Congress and Legislative Behavior (3)** Congressional behavior, Congress as an institution, and the role of Congress in policymaking. Includes field research on Capitol Hill. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-322 American Political Parties (3)** Party organization, the party in the electorate and government, party reform, and the future of American parties. Research on parties in Washington. Usually offered every spring. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-323 Interest Group Politics (3)** Students are introduced to central concepts of interest group politics to prepare for effective citizenship whether as an interested voter, professional lobbyist, elected

official, or political consultant. The course examines why individuals organize to influence governmental policies, the variety of interests represented, and the range and effectiveness of strategies employed. It focuses on the effects of individual preferences, governmental structure, and the political environment on group strategies and governmental response. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-325 Minority Politics in the United States (3)** Topics vary by section, may be repeated for credit with different topic. How various minority groups have shaped the American political system, and how American political structures have affected their involvement in the political process at the local, state, and national levels. Usually offered every spring. *Prerequisite:* sophomore standing.

**GOVT-331 The Military, Authoritarianism, and Party Politics (3)** Politics, theory, and practice of modern totalitarian and authoritarian systems. Communism, fascism, Nazism, corporatism, and praetorianism. Usually offered every fall. *Prerequisite:* GOVT-130, GOVT-231, GOVT-232, or GOVT-235.

**GOVT-334 Modern British Politics (3)** Offered as part of the AU Abroad London Semester. An introduction to institutions of politics and government in Britain and how its constitutional monarchy and parliamentary system have evolved. How politics are practiced and power is distributed between institutions, parties, and individuals. Considers the relationship between politics and other aspects of British society and the major contemporary issues in British politics. Usually offered every term.

**GOVT-335 Democratization, Participation, and Social Movements (3)** The background and major issues of twentieth century political thought, the concept, nature, and functions of ideology, and major contemporary doctrines. Usually offered every fall.

**GOVT-336 Formation of Federal Indian Policy (3)** Offered as part of the Washington Internships for Native Students (WINS) program. The development of American Indian/Alaskan Native public policy, starting with an overview of international legal and theological underpinnings from early Colonial to the present time. Includes study of the Constitutional arguments for Congressional plenary power over Indian affairs, and review of the treaty-making, allotment, termination, Reorganization Act, and self-determination eras of Federal Indian policy, concluding with contemporary legislation such as the Indian Gaming Regulatory Act and Indian Child Welfare Act. Usually offered every summer. *Prerequisite:* admission to WINS program.

**GOVT-338 North American Politics (3)** An introduction to the comparative study of national politics in Canada, Mexico, and the United States, with consideration of national-level policy changes in each country related to the increasing integration of North America, especially since the implementation of the North American Free Trade Agreement (NAFTA). This course considers integration of a unified North American political, economic, and social identity. While focusing mostly on comparing domestic political processes and institutions across the nations, the course concludes with implications for regional integration. Usually offered alternate falls. Meets with GOVT-638.

**GOVT-350 Constitutional Law I: Powers and Federalism (3)** The nature of constitutionalism and the role of constitutional interpretation; judicial power and review. Supreme Court decisions and their effect on the development of the American political system

Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-352 Law and the Political System (3)** Basic concepts of law and the American legal system. Analysis of the role of courts in the policy-making process. Problems of law enforcement and the correctional system. Usually offered every term.

**GOVT-361 Laboratory in Leadership Development I (1)** Structured and unstructured exercises, including community service activities, to increase students' understanding of leadership and the role of leaders in the public policy-making process, and develop their personal leadership skills in communication, group dynamics, value clarification, the development of vision, managing emotions in leadership situations, bargaining and negotiation, and the relationship of personal growth to leadership roles and functions. Usually offered every fall and spring. Leadership Program students take the course both fall and spring of their first year. *Prerequisite:* permission of director of SPA Leadership Program.

**GOVT-362 Laboratory in Leadership Development II (1)** An advanced leadership development course that consists of structured and unstructured exercises designed to increase students' understanding of leadership and the role leaders play in the public policy-making process. Usually offered every fall and spring. Leadership Program students take the course both fall and spring of their second year. *Prerequisite:* GOVT-361 or permission of director of SPA Leadership Program.

**GOVT-370 Formation and Implementation of Environmental Policy (3)** An introduction to the issues, institutions, and processes that determine environmental policy in the United States. Environmental policy formation, implementation by administrative agencies, and the resolution of environmental disputes. Usually offered every fall. *Prerequisite:* GOVT-210.

**GOVT-390 Independent Reading Course in Government (1-6)** *Prerequisite:* permission of instructor and department chair.

**GOVT-391 Internship (1-6)** Internships with interest groups, congressional offices, and government agencies. Weekly seminar. *Prerequisite:* second-semester sophomore standing, GOVT-210, GOVT-321, or PUAD-260, and permission of department.

**GOVT-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**GOVT-410, GOVT-411 Washington Semester in American Government and Politics Seminar I (4), II (4)** Students study the U.S. government in action through seminars, conferences, lectures, and guided seminar evaluations of experience. Usually offered every term. *Prerequisite:* admission to program.

**GOVT-412 Washington Semester in American Government and Politics Research Project (4)** An individual report prepared under the guidance of the academic directors of the program. Usually offered every term. Must be taken concurrently with GOVT-410/411. *Prerequisite:* admission to program.

**GOVT-416 Washington Semester in American Government and Politics Internship (4)** *Prerequisite:* admission to program.

**GOVT-417, GOVT-418 Transforming Communities Seminar I (4), II (4)** The interdisciplinary Washington Semester in Transforming Communities seminars introduce students to community issues through lectures, guest speakers, and site visits to community-based and government organizations at the front lines of community transformation. Issues discussed include housing, busi-

ness development, community safety, social policy, and education. Meets with JLS-464/JLS-465. Usually offered every term. *Prerequisite:* admission to the program.

**GOVT-419 Transforming Communities Research Project (4)** Students in the Washington Semester in Transforming Communities complete an original research project on an issue related to policy or grassroots activism. Usually offered every term. *Prerequisite:* admission to the program.

**GOVT-420 Transforming Communities Internship (4)** Washington Semester in Transforming Communities public or private sector internships in either policy making or project planning. Usually offered every term. *Prerequisite:* admission to the program.

**GOVT-423 Advanced Studies in Public Policy (3)** Topics vary by section, may be repeated for credit with different topic. Seminars on such topics as hunger, poverty, housing, education, job training, healthcare, unemployment, welfare, and conservation. Usually offered every fall and spring. *Prerequisite:* GOVT-210.

**GOVT-426, GOVT-427 Gender and Politics Seminar I (4), II (4)** The Washington Semester in Gender and Politics seminars provide students with a solid foundation and working vocabulary in feminist theory as well as knowledge of important concepts and authors in the field of gender and politics. A wide variety of issues in academic research and practical politics are discussed, and students explore these issues through lectures, written and oral class exercises, guest speakers, and site visits. Usually offered every term. *Prerequisite:* admission to the program.

**GOVT-428 Gender and Politics Research Project (4)** Students in the Washington Semester in Gender and Politics conduct an independent and original research project, taking advantage of the resources available to them in Washington, D.C. Students develop analytical skills by exploring a focused research question. Usually offered every term. *Prerequisite:* admission to the program.

**GOVT-429 Gender and Politics Internship (4)** Washington Semester in Gender and Politics students intern in a government office, nonprofit agency, or private political consulting office to explore the impact of gender on politics and policy. Students conduct an academic analysis of their work experiences. Usually offered every term. *Prerequisite:* admission to the program.

**GOVT-432 Political Institutions and Processes in Selected Countries (3)** Topics vary by section, may be repeated for credit with different topic. The nature of political institutions and processes of specific countries, such as Great Britain, Germany, France, the former Soviet Union, Israel, Iran, Greece, India, Turkey, and Mexico. *Prerequisite:* GOVT-130 or GOVT-231 or GOVT-232 or GOVT-330.

**GOVT-455 Equal Protection (3)** Examination of the evolution of federal civil rights law and modern interpretations of the major statutory and constitutional provisions that guarantee equal protection. Emphasis is on constitutional development under the Fifth and Fourteenth Amendments and major congressional legislation that bans discrimination in employment, education, housing, etc., based on race, ethnic origin, gender, religion, and color. Also examines emerging legal developments intended to prohibit discrimination on the basis of sexual orientation and physical or mental disability. Usually offered every fall. *Prerequisite:* GOVT-215 or GOVT-350.

**GOVT-460 Political and Organizational Leadership (3)** Examines major theories and research in public leadership, with emphasis

on American political and administrative institutions. Case studies of leaders and leadership in complex public organizations. Relative impact of personality and organizational factors in leadership development. Emphasis on students' awareness of their own leadership style and development potential. Usually offered every fall. *Prerequisite:* admission to SPA Leadership Program.

**GOVT-461 Politics in the Television Age (3)** The relationship between television and American politics. Includes the concept of news; the changing role of television; the politics of newsmaking; the election campaign and the emergence of the political consultant, "tele-diplomacy"; and research tools for analyzing television news. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-463 Politics and the Cinema (3)** Through analysis of the images and symbols inherent in contemporary motion pictures, students are able to consider not only the developed political ideologies, but also the psychological dimensions of political action and inaction. Usually offered every spring. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-480 Honors Senior Seminar in Political Science I (3)** A capstone experience for honors students in Political Science and CLEG. Designed to facilitate the integration of knowledge in the field of political science. Development and oral defense of significant research projects. Usually offered every fall. *Prerequisite:* GOVT-310, permission of instructor.

**GOVT-481 Honors Senior Seminar in Political Science II (3)** A capstone experience for honors students in Political Science and CLEG. Designed to facilitate the integration of knowledge in the field of political science. Development and oral defense of significant research projects. Usually offered every spring. *Prerequisite:* GOVT-310, permission of instructor.

**GOVT-482 Women and Politics (3)** This course examines the evolutionary role of women in politics—as voters, citizens, candidates, and leaders—from the Seneca Falls Convention to the present. The role of women's organizations and movements in the expansion of political and legal rights are also explored. Usually offered every term. Meets with GOVT-682. *Prerequisite:* GOVT-110.

**GOVT-483 Women, Politics, and Public Policy (3)** A wide variety of issues of concern to women, including healthcare, welfare, educational equity, employment discrimination, and reproductive rights are examined through the lens of the formal policy-making process. Meets with GOVT-683. *Prerequisite:* GOVT-110.

**GOVT-484 Women and Political Leadership (3)** This course explores the historical evolution of women as leaders, the factors that have limited the number of women in leadership positions, and the differences in men's and women's leadership styles. Meets with GOVT-684. *Prerequisite:* GOVT-110.

**GOVT-485 Topics in Women and Politics (1–4)** Topics vary by section, may be repeated for credit with different topic. Topics include reproductive rights, women's health policy, women and campaigns, women in the media, and Title IX. Usually offered every term. Meets with GOVT-685. *Prerequisite:* GOVT-110.

**GOVT-486 Feminist Political Theory (3)** This course traces the major debates in feminist political theory and their roots in liberalism, communitarianism, Marxism, post-modernism, and other schools of thought and examines the ways in which feminist political theory can inform current policy debates concerning women. Usually offered

every fall. Meets with GOVT-686. *Prerequisite:* one course in political theory or women's and gender studies, or permission of instructor.

**GOVT-489 CLEG Seminar (3)** Selected topical issues cutting across the disciplines of communication, law, economics, and political science. Primarily for CLEG (Communication, Legal Institutions, Economics, and Government) majors. Examples of issues are communication law and regulation, First Amendment rights and the media, and United States trade policy. Usually offered every spring.

**GOVT-490 Independent Study Project in Government (1-6)** *Prerequisite:* permission of instructor and department chair.

**GOVT-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**GOVT-492 Seminar for Teaching Assistants (3-4)** Exclusively for those who serve as teaching assistants in the Washington Laboratory, this course focuses on curriculum planning, group dynamics in classrooms and field trip settings, role differentiation, and evaluation of student performance. Enhances leadership and communication skills. Usually offered every fall. *Prerequisite:* permission of instructor.

#### Graduate and Advanced Undergraduate Courses

**GOVT-020 Campaign Management Institute (0)** Noncredit option for the Campaign Management Institute, a two-week intensive course on major aspects of political campaigning. Student teams present a simulated campaign plan to a professional panel. *Prerequisite:* introductory course in government. *Note:* may be taken pass/fail only.

**GOVT-023 The Art and Craft of Lobbying (0)** Noncredit option for two-week intensive institute in major aspects of professional lobbying and influencing the policymaking process. Student teams directed by mentors drawn from the lobbying profession present a simulated lobbying plan to a professional panel. *Prerequisite:* introductory course in government. *Note:* may be taken pass/fail only.

**GOVT-520 Advanced Studies in Campaign Management (1-4)** Topics vary by section, may be repeated for credit with different topic. Institute and advanced workshops conducted by campaign professionals. The Campaign Management Institute is a two-week intensive course (4 credit hours) offered in January and May on major aspects of political campaigning. Student teams present a simulated campaign plan to a professional panel. One-credit hour advanced workshops are offered both fall and spring in areas such as campaign media production and strategy, campaign fundraising, get-out-the-vote, and election analysis. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-522 Studies in Political Behavior (3)** Topics vary by section, may be repeated for credit with different topic. Examples are personality and politics, and political socialization. *Prerequisite:* 6 credit hours of relevant course work in political science or a related discipline.

**GOVT-523 The Art and Craft of Lobbying (1-4)** Topics vary by section, may be repeated for credit with different topic. Institute and advanced workshops conducted by public affairs professionals. The institute is a two-week intensive course (4 credit hours) in major aspects of professional lobbying and influencing the policymaking process. Student teams directed by mentors drawn from the lobbying profession present a simulated lobbying plan to a professional panel. One-credit hour advanced workshops are offered regularly in specific public affairs areas such as grass roots

lobbying, coalition building, and lobbying on the Internet. Usually offered every term. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-524 Congressional Studies (3)** Topics vary by section, may be repeated for credit with different topic. Examples are Congress in transition, information sources on the Hill, congressional-executive relations, legislative research skills, and legislative rules and procedures. *Prerequisite:* GOVT-110 and GOVT-321.

**GOVT-525 Congress and the Executive (3)** Relations between the Congress and the executive branch (president and bureaucracy) with respect to congressional oversight, legislative support of presidential programs, institutional liaison arrangements between Congress and the executive, and reforms in Congress bearing on the changing relationship between the two branches. Usually offered every spring. *Prerequisite:* GOVT-110 or GOVT-120.

**GOVT-526 U.S. Intelligence Community (3)** This course examines the agencies which make up the intelligence community and activities in which those agencies engage: collection of intelligence, counterintelligence, covert action, and analysis. The sources of conflict between members, direction and management of the community, secrecy and public control, and proposals for reform are also covered. Guest participants from research institutes and government, and independent authors. Usually offered every spring.

**GOVT-527 Government Regulation and Deregulation (3)** The controversial role of government in regulating lifestyles and business enterprises. Includes antitrust policy, health, safety, and environmental issues as well as social and moral questions; corporate, consumer, and special interest lobbying; effects of deregulation; and regulatory reform. Usually offered every spring.

**GOVT-529 Principles of Homeland Security (3)** This course analyses the nature and character of terrorism threats and the vulnerabilities facing the United States to gain insights on the relationships between war and national security, and between the domestic, regional, and international dimensions of terrorism and war. This course builds a conceptual framework to analyze terrorism systematically and to distinguish between strategy and policy. It also focuses on the relationship between homeland security and the international security environment, including the U.S. interagency coordination process and the dynamic of international cooperation in the War on Terrorism. Usually offered every term.

**GOVT-532 Political Institutions and Processes in Selected Regions (3)** Topics vary by section, may be repeated for credit with different topic. Comparison of political institutions and processes of countries within specific regions such as Central America, Latin America, Western Europe, Eastern Europe, the Middle East, North Africa, Africa, South Asia, or Southeast Asia. *Prerequisite:* GOVT-130 or GOVT-231 or GOVT-232 or GOVT-330.

**GOVT-534 Grassroots Institutions in Comparative Context (3)** An inquiry into the everyday politics that exist under the surface of both government systems and civil society from a comparative viewpoint that facilitates understanding of other societies. Includes readings from Africa, Asia, the Mideast, and the United States, and conceptual approaches including game theory, state-society theory, and political culture. Usually offered alternate springs.

**GOVT-540 Political Parties, Interest Groups, and Lobbying (3)** The roles, functions, and changing nature of political parties and interest groups in American politics, the impact of political party re-

forms on the parties, and the ways in which parties and interest groups shape public policy. Usually offered every spring.

**GOVT-541 The Politics of Mass Communication (3)** Effects of mass communication on all levels of political life in modern societies including socialization, participation, information, and opinion. Analysis of the relationship between mass communication and politics within a comparative context, i.e., societies with differing media structures (predominantly commercial, public, or state systems). Usually offered every spring.

**GOVT-550 Politics in Cuba (3)** An examination of the social, economic, and political roots of the Cuban revolution of 1959 and the changes brought about in Cuban politics and society as a result of the revolution. Usually offered every fall.

**GOVT-584 Gender and Politics in the Middle East (3)** This course explores the ways in which social, political, and cultural constructions of sexual differences influence the nature and practice of political life in the Middle East. It examines both theoretically and empirically the ways in which power is gendered and how gender has served as a basis for political organization, the distribution of power, and the boundaries of public life. *Prerequisite:* GOVT-130, WGST-225, or graduate standing.

**GOVT-585 Voting Rights and Election Systems (3)** This course explores the development of voting rights with particular emphasis on the development of African-American and Latino efforts to gain access to the ballot and representation in the United States. The approaches that other countries take toward these same issues are also studied. Usually offered every fall.

**GOVT-590 Independent Reading Course in Government and Political Science (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**GOVT-603 Ancient Political Thought (3)** A consideration of the principles that differentiate pre-modern political thought from modern political thought. Readings include Aristophanes, Plato, and Aristotle. In alternate years, such authors as Thucydides, Xenophon, Cicero, Plutarch, and others are considered selectively. Meets with GOVT-303. Usually offered every fall.

**GOVT-605 Modern Political Thought (3)** Political science as systematic inquiry. Works of political theorists from Machiavelli to the twentieth century; applications to current questions of theory and method. Meets with GOVT-305. Usually offered every spring.

**GOVT-606 American Political Thought (3)** Concepts and theories on the nature and operation of American politics and government. Meets with GOVT-306.

**GOVT-610 Introduction to Quantitative Methods in Political Science (3)** Application of techniques of bivariate analysis to measurement of political behavior; emphasis on techniques relevant for political scientists and students of public administration. Usually offered every fall.

**GOVT-611 Political Research (3)** Analysis and investigation of political and social problems. Emphasis on theory construction as a guide to research formulation, methods of research, and empirical testing of research questions. Usually offered every spring. *Prerequisite:* GOVT-650.

**GOVT-612 Conduct of Inquiry I (3)** Concepts, approaches, and methodologies of research in political science and public administration; probability, sampling; quantitative data analysis, including

hypothesis testing and estimation; qualitative data analysis and measures of association. Usually offered every fall. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

**GOVT-613 Conduct of Inquiry II (3)** Continuation of GOVT-612. The use of bivariate and multivariate analysis in political and administrative research; analysis of organizational decision models. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

**GOVT-614 Quantitative Research Designs (3)** The use of survey research and case studies for the study of political and administrative behavior. Instruction in the use of the computer as an aid in political and administrative research. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

**GOVT-615 Qualitative Research Methods (3)** A survey of political science research methodologies focusing on qualitative, theoretical, and empirical alternatives to positivistic approaches, based on new philosophies of science such as scientific realism. Includes alternative means of data development, cultural, structural, and functional theories applicable to political research, and theory testing. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the director of doctoral programs.

**GOVT-620 Applied Politics and American Public Policy (3)** Examination of the content and dynamics of American public policymaking, with emphasis on how the domestic policy process functions, how to evaluate policy, and how to assess the different components of various policy domains. Explores the relationship between applied political action and the formation and implementation of public policy. Usually offered every fall. *Prerequisite:* admission to the master's program.

**GOVT-632 Classics of Comparative Politics (3)** This course provides a broad overview of major issues in comparative politics through analysis of the most important scholarship in the field. Includes political economy, political culture, ethnicity and nationalism, democratization, the changing role of the state, and revolutionary and peaceful political change. Usually offered every fall.

**GOVT-633 Political Institutions in Comparative Perspective (3)** The study of political institutions including political parties, interest groups, electoral behavior, legislatures and executives. Also examines political economy, neoinstitutionalism, theories of state and society, and formal modeling. Usually offered alternate springs.

**GOVT-634 Democratization: Past, Present, Future (3)** This course examines the social, economic, and political conditions that promote democratization, the causes of the recent wave of democratization, the problems of democratic transition and consolidation, and the future prospects for democracy. Includes economic prerequisites, the institutional structures of stable democracies and the challenges from ethnic conflict. Usually offered every third spring. *Prerequisite:* GOVT-632 or GOVT-730.

**GOVT-635 Social and Political Movements, Ethnicity and Nationalism (3)** This course examines a range of social and political movements from a comparative perspective. It explores both theoretically and empirically the issues of political change, social movements, the religionization of politics, ethnicity and politics,

nationalism, revolution, gender and political change, informal politics, non-state actors, transnational networks and movements, and civil society. Usually offered alternate springs. *Prerequisite:* admission to master's or Ph.D. degree program.

**GOVT-636 Formation of Federal Indian Policy (3)** Offered as part of the Washington Internships for Native Students (WINS) program. The development of American Indian/Alaskan Native public policy, starting with an overview of international legal and theological underpinnings from early Colonial to the present time. Includes study of the Constitutional arguments for Congressional plenary power over Indian affairs, and review of the treaty-making, allotment, termination, Reorganization Act, and self-determination eras of Federal Indian policy, concluding with contemporary legislation such as the Indian Gaming Regulatory Act and Indian Child Welfare Act. Usually offered every summer. *Prerequisite:* admission to WINS program.

**GOVT-637 Comparative Politics: Regions in Comparative Perspective (3)** Topics vary by section, may be repeated for credit with different topic. Special topics dealing with the former Soviet Union, Western Europe, the Middle East, Africa, China, Japan, and others.

**GOVT-638 North American Politics (3)** An introduction to the comparative study of national politics in Canada, Mexico, and the United States, with consideration of national-level policy changes in each country related to the increasing integration of North America, especially since the implementation of the North American Free Trade Agreement (NAFTA). This course considers integration of a unified North American political, economic, and social identity. While focusing mostly on comparing domestic political processes and institutions across the nations, the course concludes with implications for regional integration. Usually offered alternate falls. Meets with GOVT-338.

**GOVT-650 Political Analysis (3)** Methods of scientific analysis, including research formulation, hypothesis generation and testing, quantitative analysis, and computer techniques. Usually offered every fall.

**GOVT-651 The Legislative Process (3)** The function of the legislative branch in the American governmental system. Emphasis on Congress and comparison with state legislatures. Usually offered every spring.

**GOVT-652 The Presidency and the Executive Branch (3)** Analysis of presidential roles and of the function of the federal executive branch. Presidential personality, executive-legislative relations, and policy formation. Usually offered every fall.

**GOVT-654 Political Behavior (3)** An examination of the determinants of voting behavior, such as personality, beliefs and attitudes (including issue opinions and conceptual sophistication), political socialization, small groups, and communication. Some attention to institutional and normative considerations. Uses survey research and case studies. Usually offered every fall.

**GOVT-656 Voting Behavior, Elections, and Campaigns (3)** Political participation and behavior in U.S. primaries and elections, management of campaigns, mass media, and political organizations.

**GOVT-674 Constitutional Law and Politics (3)** Involvement of American courts in such issues as legitimacy, conflict resolution, and representation; courts as political actors with respect to federalism; powers and limitations of government; advancement of individual and group interests and rights.

**GOVT-682 Women and Politics (3)** This course examines the evolutionary role of women in politics—as voters, citizens, candidates, and leaders—from the Seneca Falls Convention to the present. The role of women's organizations and movements in the expansion of political and legal rights are also explored. Usually offered every term. Meets with GOVT-482.

**GOVT-683 Women, Politics, and Public Policy (3)** A wide variety of issues of concern to women, including healthcare, welfare, educational equity, employment discrimination, and reproductive rights are examined through the lens of the formal policy-making process. Meets with GOVT-483.

**GOVT-684 Women and Political Leadership (3)** This course explores the historical evolution of women as leaders, the factors that have limited the number of women in leadership positions, and the differences in men's and women's leadership styles. Meets with GOVT-484.

**GOVT-685 Topics in Women and Politics (1–4)** Topics vary by section, may be repeated for credit with different topic. Topics include reproductive rights, women's health policy, women and campaigns, women in the media, and Title IX. Usually offered every term. Meets with GOVT-485.

**GOVT-686 Feminist Political Theory (3)** This course traces the major debates in feminist political theory and their roots in liberalism, communitarianism, Marxism, post-modernism, and other schools of thought and examines the ways in which feminist political theory can inform current policy debates concerning women. Usually offered every fall. Meets with GOVT-486. *Prerequisite:* one course in political theory or women's and gender studies, or permission of instructor.

**GOVT-690 Independent Study Project (1–6)** *Prerequisite:* permission of instructor and department chair.

**GOVT-692 Cooperative Education Field Experience (3–6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**GOVT-704 Approaches to Political Understanding (3)** Survey and analysis of alternative theories of knowledge in the social sciences. Epistemological norms of modern empiricism. The critique of empiricism. Linguistic analysis, phenomenology, ethnomethodology, hermeneutics, critical theory, structuralism, and post-structuralism. Application to the study of political science and public administration. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of instructor.

**GOVT-710 Seminar in American Politics (3)** Topics vary by section, may be repeated for credit with different topic. Analysis of the operation of the presidency and the legislative branch and the impact of interest groups and parties on public policy. Topics vary, but the course concentrates on the design of research and critical examination of works in the field. Usually offered every term. *Prerequisite:* admission to Ph.D. program or permission of instructor.

**GOVT-720 Seminar in Policy Analysis (3)** Topics vary by section, may be repeated for credit with different topic. Analysis of policy formation and implementation; different theories on the role of government in society; the science of program evaluation. Topics vary, but the course concentrates on the design of research and critical examination of works in the field. Usually offered every term. *Prerequisite:* admission to Ph.D. program or permission of instructor.

**GOVT-730 Seminar in Comparative Politics (3)** Topics vary by section, may be repeated for credit with different topic. Analysis and critique of major theoretical approaches to the study of comparative

politics in developed and developing worlds. Historical and theoretical foundations of the nation-state; political issues that arise from social change, and approaches to determining the relative autonomy of state institutions. Usually offered every fall. *Prerequisite:* admission to Ph.D. program.

**GOVT-799 Doctoral Dissertation Seminar (1-12)**

## Health and Fitness

### Undergraduate Courses

**HFTT-100 Beginning Swimming (1)** Designed for students who are unable to maintain themselves in deep water. Students overcome the fear of the water and learn to feel at ease in aquatic environments while learning basic swimming skills. Usually offered every spring.

**HFTT-101 Intermediate Swimming (1)** Instruction in swimming skills and techniques for students interested in perfecting their swimming strokes, endurance, and associated aquatic skills. Usually offered every spring. *Prerequisite:* HFTT-100 or ability to pass beginner's test.

**HFTT-120 Beginning Martial Arts (1)** Introductory course for the beginner to develop the basic skills of the martial arts. Physical and mental discipline are stressed, as well as self-defense techniques. Flexibility, balance, endurance, and strength are improved. The course prepares the student to advance to the Tae Kwon Do rank of Yellow Belt. Usually offered every term.

**HFTT-121 Intermediate Martial Arts (1)** Continuation of the development of the martial arts skills. Additional techniques and forms are presented. The course prepares the student to advance to the Tae Kwon Do rank of Green Belt. Usually offered every term. *Prerequisite:* HFTT-120 or permission of instructor.

**HFTT-125 Personal Defense (1)** Introduction to the basic principles of self-defense. Emphasis is placed on perfecting the basic skills and techniques in protecting oneself. Physical conditioning, strength, and flexibility are attained, along with the understanding of the legal and psychological aspects involved in personal defense. Usually offered every term.

**HFTT-130 Walking and Jogging (1)** Designed for all levels of walkers and joggers. Enables individuals to design their own programs based upon goals such as cardiovascular conditioning, muscle toning, weight loss, and long-term health. Usually offered every term.

**HFTT-140 Beginning Fencing (1)** A general overview of the techniques, strategies, and psychology of foil fencing, with an emphasis on the historic perspectives and traditions from a variety of cultures. There is a dual emphasis on developing physical skills and studying the implementation of tactics in situations in the world of fencing. Usually offered every term.

**HFTT-150 Beginning Golf (1)** Designed for the beginning player. Skill work consists of grip, stance, and swing techniques for putting, short irons, middle irons, and woods. Special emphasis is placed on rules, terminology, and etiquette. Usually offered every term.

**HFTT-163 Yoga (1)** Through yoga exercise designed for all levels, participants increase flexibility, balance, and strength. Combining physical activity and lectures, students learn breathing and relaxation techniques, proper alignment, stress reduction, and how to heighten physical and mental awareness. Usually offered every term.

**HFTT-170 Recreational Activities (1-3)** Topics vary by section, may be repeated for credit with different topic. Development of skills, techniques, and knowledge of selected individual, dual, and team activities with emphasis on seasonal sports, including volleyball and soccer.

**HFTT-180 Beginning Tennis (1)** Designed for beginners who have had little or no playing experience or formal instruction. Students learn the forehand, backhand, serve, volley, history, scoring, rules, and basic strategy. Usually offered every fall.

**HFTT-181 Intermediate Tennis (1)** Designed for the student who can execute the basic strokes and has some playing experience. Instruction includes basic stroke refinement, adding spin to the strokes, and strategy in singles and doubles play. Usually offered every fall. *Prerequisite:* HFTT-180 or permission of instructor.

**HFTT-193 Aquatic Fitness/Water Aerobics (2)** Develops cardiovascular fitness through aquatic activities as an alternative to weight bearing forms of exercise. Emphasis on current theories of exercise physiology in personal conditioning programs. Includes body mechanics, hydrodynamics, program design and water safety. Usually offered every term.

**HFTT-195 Principles and Techniques of Weight Training (2)** An overview of muscle anatomy, exercise physiology, and biomechanics as they apply to the development of muscle strength. Systems and principles of weight training. Practical experience in strength development through a progressive resistance program. Usually offered every term.

**HFTT-197 Aerobic Dance (2)** Using aerobic activity to develop and maintain body awareness in five major areas: cardiovascular and muscular endurance, flexibility, muscular strength, and promotion of ideal body composition through activity with music. The goal is the reduction of emotional tension, greater productivity, improved performance, formation of fat-burning enzyme, and a healthier cardiovascular system. Usually offered every term.

**HFTT-200 Lifetime Health and Fitness (3)** The physiological, sociological, and psychological aspects of fitness and health are introduced. Emphasis is placed on developing self-responsibility for total wellness. Students will participate in fitness activities and classroom instruction and discussions. Usually offered every term.

**HFTT-205/HFTT-205G Current Concepts in Nutrition 5:2 (3)** Provides an understanding of basic nutritional concepts and current available information. Enables students to make informed decisions about their nutritional requirements and diet choices. Includes fiber versus fat; vegetarianism; effects of food on mood; current USDA and FDA policy issues; eating disorders; and national hunger issues. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G

**HFTT-210 SCUBA (2)** A balanced curriculum in skin and SCUBA diving, providing practical skill development in the pool and a thorough grounding in the physics, physiology, technology, and history of sport diving. Usually offered every term. *Note:* must be taken with HFTT-211 for certification. Students are responsible for cost of personal equipment.

**HFTT-211 SCUBA Certification Laboratory (1)** Includes five open-water dives in salt and fresh water, additional equipment training, and an introduction to boat as well as shore staging for sport diving. Basic rescue techniques are introduced. The laboratory, in conjunction with the standard course, is sufficient to qualify the student as a certified basic diver under the standards of a nationally recognized certifying organization. Usually offered every term. *Prerequisite:* must be taken concurrently with HFTT-210.

**HFTT-225 Camping and Backpacking (3)** Methods, techniques, and skills related to camping, backpacking, and hiking. Includes selection of equipment and camp site, orienteering, cooking, and impli-

cations for ecology and conservation. Overnight field experience required during course.

**HFTI-230 Cross Training (2)** Improvement of cardiovascular and muscular fitness through various aerobic activities. Students develop personal conditioning programs. Classroom discussions include diet theory, circuit training, flexibility, and specificity of exercise. Pre/post fitness assessment tests are administered. Usually offered every term.

**HFTI-240 Introduction to Health Promotion (3)** An introduction to the professional and academic field of health promotion and disease prevention. Epidemiological investigations of disease patterns and trends in the United States and health promotion efforts in various settings are explored. Emphasis is placed on the roles of lifestyles in determining health outcomes and effective strategies to help change health behavior. Usually offered every fall.

**HFTI-245/HFTI-245G Gender, Culture and Health 4:2 (3)** Provides basic understanding of gender and cultural issues affecting health. Emphasis is placed on male/female and ethnic disparities in health status and how these gender and cultural indicators affect behavioral risk factors. The relationship between health and other factors such as religion, social class/socioeconomic status, acculturation, migration, and globalization are also studied. Usually offered every fall. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G.

**HFTI-250 Strategies in Stress Reduction (3)** The nature and causes of stress, its effect on the human body, and both cognitive behavioral approaches as well as relaxation techniques to control it. The course offers a holistic approach to stress management through a combination of lecture and laboratory on skills in relaxation. Methods include deep breathing, mental imagery, progressive muscular relaxation, muscle massage, art therapy, journal writing, value assessment and clarification, physical exercise, and meditation. Usually offered every term.

**HFTI-260 Aerobic Dance-Exercise Instructor's Workshop (2)** Designed to enable the student to teach safe, and effective aerobic dance-exercise to multi-level classes and to prepare the student to successfully complete the International Dance-Exercise Association Certification examination. *Prerequisite:* HFTI-197 or permission of instructor.

**HFTI-265 Wellness Advocates (3)** In this course students develop knowledge in the promotion of healthy lifestyles, stress reduction, and sexual and reproductive health, as well as the prevention of alcohol and drug abuse, eating disorders, and sexual assault. Students learn to plan, implement, and evaluate culturally sensitive and interactive educational health interventions using current models of behavior change. Usually offered every spring.

**HFTI-270 First Aid, CPR, and Medical Emergencies (3)** Training in first aid and CPR (Cardio-Pulmonary Resuscitation). Determination of the emergency and the course of action for rendering appropriate care. Information on the prevention and care of wounds, application of dressings and bandages, choking procedures, musculoskeletal system injuries, burns, heat and cold injuries, emergency rescue techniques. Certification by the National Safety Council First Aid Level 3 and CPR/BLS-B. Usually offered every term.

**HFTI-273 Care and Prevention of Athletic Injuries (3)** Introduction to the field of sports medicine in the areas of injury evaluation, care, rehabilitation, and prevention. Includes emergency procedures, legal issues, taping, use of modalities, nutrition, strength and conditioning, and psychological aspects of sports medicine. Usually offered every spring.

**HFTI-280 Sports Psychology (3)** Examines the mental and emotional dimensions of human performance. Sport and exercise are the primary focus, but the principles studied encompass the whole of human action. Both theoretical understanding and practical application of the concepts and skills used to enhance performance are emphasized. Usually offered every term.

**HFTI-323 Issues in Women's Health (3)** Provides basic understanding of gynecologic anatomy and physiology as well as female health conditions. Emphasis placed on current health research areas such as female cancers, menopause, infertility, lesbian health, minority health, sexually transmitted diseases, pregnancy, and sexual dysfunctions. Students develop a personal health plan based upon an extensive family history and personal lifestyle. Usually offered every term.

**HFTI-325 Exercise Physiology (3)** Provides a physiological perspective of exercise and other forms of physical activity. Emphasizes the influences of aerobic and anaerobic exercise on the cardiovascular, digestive, neuromuscular, hormonal, and pulmonary physiological systems. Includes fitness assessment, exercise prescription and training programming. Usually offered every fall. *Prerequisite:* BIO-200 and CHEM-100, or permission of department.

**HFTI-333 Leadership for Health Promotion (1)** An introductory workshop to the essential elements for effective leadership. The course focuses on the philosophies, principles, and skills that underpin in the health promotion profession and health professionals. Students define and develop their own leadership style. Usually offered every spring.

**HFTI-335 Health Promotion Program Planning (3)** An introduction to the basic principles of the development and implementation of health promotion programs. This course places particular emphasis on the identification of health and lifestyle risk factors and the interventions associated with appropriate and effective management of these risks.

Usually offered every spring. *Prerequisite:* HFTI-240 or permission of department.

**HFTI-390 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

**HFTI-392 Cooperative Education Field Experience (6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**HFTI-410 Health Promotion Evaluation (3)** Introduction to the basic skills necessary for the effective planning, marketing, and implementation of health promotion programs. Provides the student with a basic knowledge of the analytical tools and strategies utilized in the planning, marketing, implementation, and managing of successful health promotion programs. Usually offered every fall. *Prerequisite:* HFTI-335 or permission of department.

**HFTI-488 Senior Seminar (3)** Provides senior health promotion majors with an opportunity to pursue and closely examine health promotion programs and policies nationally and internationally. It encompasses theoretical analysis of health issues as well as discussions on alternative approaches for health promotion programming. Usually offered every spring. *Prerequisite:* major in Health Promotion or permission of the department.

**HFTI-490 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**HFTI-491 Internship in Health Promotion (1-6)** Internships with employee fitness programs, fitness centers, non-profit organizations, or health and fitness organizations emphasizing clinical, educational,

or promotional aspects of health promotion. *Prerequisite:* permission of instructor and department chair.

#### **Graduate and Advanced Undergraduate Courses**

**HFIT-510 Applied Human Physiology and Testing I (4)** Explores in detail the theoretical basis for exercise physiology. Emphasis is on changes occurring in body systems as a result of exercise and training. Includes physiological testing such as body composition, graded exercise tests, and blood pressure. Usually offered every fall. *Prerequisite:* BIO-330, HFIT-325 or equivalent, and permission of department.

**HFIT-515 Applied Human Physiology and Testing II (3)** Introduction to methods of physical fitness assessment and evaluation of results. Includes familiarization with treadmill tests, hydrostatic weighing, EKGs, and selected health status appraisal tools and techniques. Usually offered alternate springs. *Prerequisite:* HFIT-510 and permission of department.

**HFIT-530 Health Fitness Leadership Workshop (1)** The focus of this seminar is on the study and application of the philosophies, principles, and skills for effective leadership in general and for the health fitness industry in particular. Class members actively participate in class discussions. Throughout the semester guest speakers share their knowledge on particular aspects of leadership. Usually offered every fall.

**HFIT-540 Health Communication (3)** This course addresses three distinct forms of delivering the health promotion message to consumers, professionals, and large groups. The course is divided into three modules: covering health counseling, mass health communication, and health writing and public speaking. Students have the opportunity to counsel individuals, publish manuscripts, or give a presentation on a health-related topic. Usually offered every fall. *Prerequisite:* permission of department.

**HFIT-545 Nutrition for Health (3)** The role of nutrition in maintaining health and physical fitness is studied in relation to the responsibilities and opportunities of the manager of health fitness programs. Current food myths, diets for those in athletic programs, and special needs of overweight and underweight clients are included. Usually offered every spring. *Prerequisite:* permission of department.

**HFIT-550 Programming for Health Promotion (3)** Introduces students to advanced principles in program planning for health promotion activities. Emphasis on the identification of health and lifestyle risk factors, including the development, implementation, and evaluation of programs to effectively reduce the risk factors associated with chronic disease. Usually offered every spring.

**HFIT-555 Research Methodology (3)** Provides students in the health promotion management program with a comprehensive understanding of the concepts and methodology that are essential for quality research. Usually offered every spring. *Prerequisite:* HFIT-565.

**HFIT-560 Health Promotion in Healthcare (3)** This course provides an overview of the healthcare system in the United States and the emerging role of health promotion in enhancing health. Includes the different types of health promotion activities offered, clinical and theoretical foundations for initiating health promotion activities, and trends of health promotion strategies in managed care organizations. Students develop working models for the integration of health promotion programs into the existing system. Usually offered every summer. *Prerequisite:* permission of instructor.

**HFIT-565 Assessment and Evaluation of Health Fitness Parameters(3)** A basic review of validity, reliability, and objectivity as they relate to measurement techniques in health promotion programs. The primary focus is on the use and analysis of assessment instruments used to determine health risks and an understanding of epidemiological and evaluation concepts in health and fitness. Usually offered every fall. *Prerequisite:* admission to B.S. or M.S. health promotion program or permission of department.

**HFIT-575 Global Health (3)** This course examines health issues around the globe such as disease rates, maternal and child health, violence, nutrition, and health care systems. Includes existing strategies in specific countries, new strategies for advancing the idea of health promotion, and the role of the United States in influencing planning for effective health promotion. Usually offered every fall.

**HFIT-580 Health Policy and Behavior Change (3)** This course explores the impact of politics and health policy on health behaviors associated with chronic disease. It examines policy initiatives that affect health promoting behaviors and strategies for influencing political process. Systematic policy analysis of topics such as tobacco use, dietary choices, seat belt usage, and sedentary behavior are discussed. Usually offered alternate falls.

**HFIT-585 Global Health Policy (3)** This course presents an historical foundation for global health policies, the processes of systematic policy formation and analysis, and the relationship between global health policies and social and economic development. Major bodies of influence, such as the World Health Organization and the Pan-American Health Organization, and their role in forming and enforcing international health policies. The role of state, local, and federal governments and other forms of political and social governance are discussed, as well as cultural health issues and barriers to policy development and enforcement. Usually offered alternate springs.

**HFIT-590 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

#### **Graduate Courses**

**HFIT-618 Strategic Planning in Health Promotion (3)** Provides exposure to the concepts and requirements of planning and developing health promotion programs. Students gain a working knowledge of the analytical tools and strategies used in the development of successful health promotion programs in both the profit and nonprofit sectors. Usually offered every spring. *Prerequisite:* permission of department.

**HFIT-620 Critical Issues (3)** Survey of current literature on physical fitness, coronary risk factors, nutrition, smoking, and other issues related to health and fitness. Includes a survey of various organizations that are resources for health information, and field trips to selected health and fitness programs or organizations. Usually offered every fall. *Prerequisite:* admission to M.S. in Health Promotion Management or permission of department.

**HFIT-682 In-Service Training (3-6)** Internships with employee fitness programs, fitness centers, or health and fitness organization; may emphasize managerial, clinical, educational, or promotional aspects of health fitness management. Usually offered every term. *Prerequisite:* admission to M.S. in Health Promotion Management.

**HFIT-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**HFIT-797 Master's Thesis Seminar (1-6)** *Prerequisite:* admission to M.S. in Health Promotion Management.

# History

---

## Undergraduate Courses

**HIST-100/HIST-100G Historians and the Living Past 2:1 (3)** Explores the theory and practice of the study of the past. Focuses on the ways in which our thinking is affected by our beliefs about the past; we reconstruct, explain, and evaluate past events; we organize knowledge about the past; and we analyze and evaluate the "lessons of the past." Usually offered every spring.

**HIST-110/HIST-110G Renaissance and Revolutions: Europe, 1400–1815 2:1 (3)** The political, economic, and cultural emergence of Europe into world leadership during the period 1400–1815, stressing the problems of building or rebuilding political and social order, including the attempts to spread European civilization to other parts of the world. Usually offered every term.

**HIST-115/HIST-115G Work and Community 2:1 (3)** In key historical contexts such as the industrial revolution, the development of New World plantations, and the transformation of farming, this course explores the changing relations between work and community. When have people found the opportunity to exert autonomy and creativity at work? How have evolving work relations influenced household composition, family roles, and cultural traditions? Usually offered every fall.

**HIST-120/HIST-120G Imperialism and Revolution 3:1 (3)** The impact of imperialism and revolution since the nineteenth century, particularly on Asia and Latin America. Analyzes theories of imperialism and Western stimulation of nationalism, revolution, racial confrontation, and cultural and demographic transformation. Concentrates particularly on China, Vietnam, and Cuba. Identifies patterns of poverty, instability, and conflict in the "developing" world. Usually offered every term.

**HIST-126 What is America? (3)** This course studies the history and present day reality of the United States, exploring American society, politics, culture, economics, and foreign policy. It takes an interdisciplinary approach to discovering the essence of America and features guest lectures by professors from diverse fields of study. Usually offered every fall. Required course for the Abroad at AU certificate program.

**HIST-202 The Ancient World: Greece (3)** From Minoan Crete through Alexander the Great. Literary and artistic masterpieces in their historical settings. Emphasis on ancient sources. Usually offered every fall.

**HIST-203 The Ancient World: Rome (3)** From the Etruscans through Constantine. The interplay of constitution and empire, and the changing views of ethical conduct. Emphasis on ancient sources. Usually offered every spring.

**HIST-204 Medieval Europe (3)** Exploration of the medieval world-view and consideration of the organization of economic and political institutions, the relationship of secular and ecclesiastical authority, and the creation of new social and religious ideals during the millennium that bridges antiquity and modernity. Usually offered alternate springs.

**HIST-205/HIST-205G American Encounters: 1492–1865 2:2 (3)** The history of the United States to 1865: the expansion and transplantation of European civilization; the Native American response; the sectional contest over slavery; the birth of the American feminist movement; and the beginnings of the industrial revolution. Usually offered every term. *Prerequisite for General Education credit:*

ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G.

**HIST-206 The United States from Emancipation through World War II, 1865–1945 (3)** American history from the end of the Civil War to the end of World War II. Modernization of America and resulting problems. Growth of U.S. power in international affairs. Roots and development of social and political change in America. Usually offered every term.

**HIST-207 The United States since 1945 (3)** Introductory course on the last half century of U.S. history. Growing cultural diversity of the American people and interconnectedness of international and domestic affairs. Impact of the Cold War and challenges to traditional ideologies and political solutions. Usually offered every term.

**HIST-208 African-American History to 1877 (3)** Beginning with a review of literature citing pre-Columbian contacts between Africa and the Western hemisphere, this course covers the Atlantic slave trade, the African presence in Colonial America, the American Revolution, nineteenth-century American slavery, the Underground Railroad, the Civil War, and Reconstruction. The course utilizes historical eyewitness accounts, maps, popular culture, and museum exhibitions to explore the arrival and historical journey of Africans from the Colonial and Revolutionary eras through the Civil War and Reconstruction. Usually offered every fall.

**HIST-209 African-American History 1877 to Present (3)** Beginning with a brief review of the Civil War and Reconstruction, this survey chronicles the history of African-Americans to the present time. The course uses historical and literary texts and makes use of cultural resources such as films, recordings, art works, and museum exhibitions to explore the richness of this legacy and its impact on the development of American culture and history. Usually offered every spring.

**HIST-210/HIST-210G Ethnicity in America 4:2 (3)** Explores how ethnicity has shaped American institutions and behavior patterns from 1607 to the present. Largely a nation of immigrants, this country reflects the racial, religious, and national characteristics of those who migrated here, whether voluntarily or as slaves. Includes ethnicity's influence on family, politics, civil rights, and foreign policy. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**HIST-211 Native American History (3)** This course explores the history of Native Americans in North America from pre-Columbian times to the present. Using interdisciplinary methods of ethnohistory, the course analyses Native Americans' efforts to maintain their culture and autonomy while adapting to the vast changes wrought by European settlement. The course also examines Native American influences on Colonial society, American identity, and the evolution of U.S. government policy. Usually offered alternate falls.

**HIST-215/HIST-215G Social Forces that Shaped America 2:2 (3)** The history of race, class, and gender in the United States from the war for independence to the present. The focus is on how these forces existed and continue to exist as intersecting material realities and contributors to the social attitudes held by residents of the United States. Usually offered every term. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G.

**HIST-220/HIST-220G Women in America 4:2 (3)** Incorporating a multidisciplinary perspective and both primary and secondary readings, this course examines change and continuity in the experience of American women from the mid-nineteenth century to the present.

Focuses on social and political movements of special concern to women, including suffrage, birth control, women's liberation, and contemporary antifeminism. Usually offered every spring. Prerequisite for General Education credit: ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G.

**HIST-221 History of Britain I (3)** Political, social, and cultural development in Britain to 1689. Parliament, common law, civil war, plague, rebellion, concepts of kingship, and the conflict of church and state. Usually offered every fall.

**HIST-222 History of Britain II (3)** Britain has been regarded as a model for political, economic, and social development. This course examines phenomena that have defined Britain's place in the world, such as the ascension of parliament, the industrial revolution, and the growth of empire, to understand what is unique about Britain and which elements of the British historical experience are more broadly shared. Usually offered every spring.

**HIST-225/HIST-225G Russia: Past and Present 3:2 (3)** Russia has been termed a "riddle wrapped in a mystery inside an enigma." An examination of the major influences that have shaped Russia helps solve this mystery. Influences include geography, autocracy, social and multi-ethnic composition, economics, relations with the West, and the ideologies of Orthodoxy, Nationalism, and Marxism. Usually offered every spring. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G.

**HIST-230 Early Russian History, 988–1700 (3)** The first state, Kiev Rus, the impact of the Tatar Yoke, and the emergence of Muscovite Russia. Includes the growth of Tsarist autocracy, the enslavement of the peasantry, the role of the Russian Orthodox church, and Russia's relations with the West. Usually offered alternate years.

**HIST-231 Imperial Russia, 1700–1917 (3)** Survey of Imperial Russian history with emphasis on the Romanov Tsars, peasantry, growth of industry, cultural developments, emergence of the revolutionary movements, expansion of the state, and foreign policy. Usually offered alternate years.

**HIST-232 Twentieth Century Russia (3)** The Tsarist heritage, Russian Marxism, the revolutions of 1917, the civil war, the New Economic Policy, rise of Stalin, the industrialization and collectivization of the 1930s, the Second Patriotic War, death of Stalin, the Khrushchev era, the Brezhnev regime, the end of the USSR, and Soviet culture. Usually offered every fall.

**HIST-235/HIST-235G The West in Crisis, 1900–1945 2:2 (3)** The West has experienced world wars, the Great Depression, America's New Deal, and communist and Nazi revolutions and dictatorships. How crises and wars emerged from a conflicted Western heritage, and how communism, fascism, and the New Deal were responses to problems of modernity and progress emanating from different national histories. Usually offered every fall. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G.

**HIST-239 Topics in European History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include national histories, nineteenth-century Europe, and Europe and colonialism.

**HIST-241 Colonial Latin America (3)** Conquest and change in Indian civilization; imperial politics; race and class; Indian labor and the Black legend; imperial economic relations; imperial reform and revolution. Usually offered every fall.

**HIST-242 Latin America since Independence (3)** Problems in creating nations; militarism, dictatorship, and democracy; sources of underdevelopment; reform and revolution in the twentieth century. Usually offered every spring.

**HIST-245 Modern Jewish Civilization (3)** Surveys Jewish responses to the challenges of modernity. Examines the creation of new Jewish communities in America and Israel, shifts in Jewish political status, and innovations in Jewish religious and intellectual history such as Zionism and Hasidism. Usually offered every spring.

**HIST-248 Transformations of the Middle East (3)** A survey of the key historical changes in governments, societies, and cultures in the Middle East, extending from North Africa, across the Levant, and into the Iranian plateau, from the rise of Islam to the present. Attention to religion, diversity, trade, and global connections, class, and gender, as well as colonialism and independence. Usually offered alternate springs.

**HIST-250/HIST-250G Civilization and Modernization: Asia 3:2 (3)** Compares the great civilizations of China, India, and Japan; their interaction with the West; and their transformation from the nineteenth century. Analyzes modernization and why Asian societies changed so differently; why revolutions wracked Japan and communism triumphed; Japan's emergence as a premier industrial state; and how India balances tradition, modernity, and democracy. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G.

**HIST-288 Oliver Stone's America (3)** Director Oliver Stone's influence on popular views of recent U.S. history has raised important questions about artistic license, the nature and uses of historical evidence, and the shaping of popular historical consciousness. This course addresses these issues while assessing both scholarly opinion and popular beliefs about the Kennedy assassination, the Vietnam War and antiwar movement, the 1960s counterculture, Watergate, U.S. policy in Central America, and the 1980s capitalistic culture. Usually offered every fall.

**HIST-300 Ancient Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in ancient Greek and Roman history. Meets with HIST-600.

**HIST-311 Atlantic World Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include interpretations of the new world, ideas of science and faith, exchange of goods and scientific knowledge, diasporas, and comparative slavery. Some background in European and U.S. history is recommended. Meets with HIST-611.

**HIST-312 Studies in European History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include women and gender, European thought and ideologies, nineteenth-century revolutions, development of the social sciences, Eastern and Central Europe of the nineteenth and twentieth centuries, society and culture in modern France, modern Germany, the Republic of Letters, the European Enlightenment, the French Revolution, and media and mass culture. Some background in European history is recommended. Meets with HIST-612.

**HIST-318 Nazi Germany (3)** The political, social, and economic conditions that made it possible for Hitler to take power. The nature of Nazi rule. Emphasis on World War II and the Holocaust. Meets with HIST-618. Usually offered every spring.

**HIST-319 Holocaust (3)** Traces the history of anti-Semitism and the development of racism that led to the Holocaust. Examines the his-

torical development of the Final Solution. Considers the variety of responses to Jewish persecution by the Nazi perpetrators, the Jews, and the nations of the world. Meets with HIST-619. Usually offered every fall.

**HIST-320 War and Diplomacy: Napoleon to Bismarck (3)** Describes and interprets Napoleonic wars and diplomacy; the Congress of Vienna; the Concert of Europe; the revolutions of 1820, 1830, and 1848; the Crimean War; the conflicts of Italian and German nationalism; Bismarck's diplomatic system; imperialism; the partition of Africa; rivalries in Asia; Balkan conflicts; and the roots of World War I. Meets with HIST-620.

**HIST-321 War and Peace: Bismarck to Hitler (3)** The two world wars and their backgrounds of revolution and depression are focal points for explaining the origins of wars and the failure of peace in modern civilizations. Includes imperialism and world politics; World War I, peace-making at Versailles, the Great Depression, the rise of the Nazis, fascists, and communist Russia and their foreign policies; the German blitzkrieg in World War II and subsequent allied victories; and attempts to create a "brave new world." Meets with HIST-621.

**HIST-322 History of London (3)** Offered as part of the AU Abroad London Semester. This course explores the development and growth of one of the world's oldest and most fascinating cities, including the political and economic aspects of London's history as well as its social development. Students gain familiarity with methods of urban history investigation and undertake individual research in specific areas of London's history. Includes visits to historical sites, museums, and London neighborhoods. Usually offered every term.

**HIST-324 Czech Profile (6)** This interdisciplinary course is designed to acquaint the student with the fundamental aspects of the history, politics, and culture of the Czechlands through lectures, readings, screenings, and field trips. Examines three key areas of challenge to the new democracy: legal, economic, and human. Emphasizing the fundamental changes that need to be made so that the Czech Republic can pass from a half-century of totalitarian regimes to a true democracy. Offered only in Prague. Usually offered every fall.

**HIST-325 Twentieth Century Central European History (4)** Developments in the politics, economies, cultures, and societies of Central European states during the past century. Includes the age of imperialism; the end of the monarchies in Central Europe; politics and culture in the Weimar Republic; the rise of dictatorships and fascism; the Third Reich; World War II and its consequences; the rebuilding of democracy; and the German division. Offered in Prague. Usually offered every term.

**HIST-327 Twentieth Century Europe (3)** In this century Europe has experienced two major wars, a wave of communist revolution, a violent reaction in the form of fascism, and the horror of mass extermination. Yet Europe today is quite prosperous, and there are better links between the Western countries and their communist counterparts than could have been imagined two decades ago. There is something in Europe's past that gives it a certain resilience. Meets with HIST-627. Usually offered alternate years.

**HIST-331 Modern Revolutions (3)** The theory, patterns, and practice of twentieth century revolutions, and the revolutionary tradition stemming from the Enlightenment, the French Revolution,

and Marxism. Detailed treatment of the Russian, Nazi, Chinese, Vietnamese, and Cuban revolutions, and consideration of the effects of revolutions and the revolutionary potential of modern industrial societies. Meets with HIST-631. Usually offered alternate years.

**HIST-332 Contemporary Historical Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including death in history, madness in history, history of sexuality, and women in European history. Meets with HIST-632. Usually offered every term.

**HIST-334 Victorian England (3)** Examines the many threats to traditional beliefs and social patterns that emerged in the nineteenth century. Subjects include the effect of Darwinism on religion, the emergence of working-class politics, the campaign for female suffrage, discontent in Ireland, and the growth of empire. Meets with HIST-634.

**HIST-336 History of Ireland (3)** Survey of Irish history from the Gaelic invasions to the present, focusing on the development of Irish cultural and national identity. Meets with HIST-636.

**HIST-337 British Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including Hanoverian England, Edwardian England, the British working class, and popular culture in modern Britain. Meets with HIST-637.

**HIST-338 Society and Culture in Modern France, 1789-Present (3)** Covers the major issues and problems in the history of modern France. With an emphasis on social and cultural history, it treats subjects such as the revolutionary tradition in France, nationalism, peasant life, worker culture, domesticity and family life, urbanism, empire, the World Wars, consumerism, and Americanization. Course materials include memoirs, novels, and films. Meets with HIST-638. Usually offered alternate springs.

**HIST-340 Latin American Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including the diplomatic history of Latin America, Latin American intellectual history, and Latin American feminisms. Meets with HIST-640.

**HIST-342 History of Chile (4)** Emphasis on the independence movement, nineteenth century wars with neighboring countries, growth of the mining and agricultural industries, and the creation of one of Latin America's largest middle classes. Examines the social mores and attitudes of the Chilean people and the roles of the Church, the family, and social institutions. Offered only in Santiago. Usually offered every spring.

**HIST-343 History of Israel (3)** Traces the development of modern political Zionism in nineteenth-century Europe; the historical background leading to the establishment of the State of Israel in 1948; and the history of Israel since then, including patterns of Jewish immigration and its relationship to the Arab world. Meets with HIST-643.

**HIST-344 Topics in Jewish History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in Jewish history exploring one theme, or period, or geographical region of the Jewish past, including the history of women in Jewish tradition, East European Jewry, the world of the shtetl, American Jewish women, and anti-Semitism. Meets with HIST-644.

**HIST-345 Russian Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including

Russian social history, Russian revolutionary tradition, Russian dissidents and dictators, Russia and the West, twentieth century Russian diplomacy, and Russian literature and society. Meets with HIST-645.

**HIST-347 Asian Studies (3)** Topics vary by section, may be repeated for credit with different topic. Topical courses in Asian history including China from the Manchus to Mao, history of Japan, and India and the West. Meets with HIST-647.

**HIST-350 Colonial America: 1492 to 1763 (3)** The founding and development of England's North American colonies, emphasizing the original impulses and methods of colonization; Indian peoples and conflict; non-English immigration; the genesis and African background of the slave trade and slavery; and the creation of a dominant English culture in an ethnically and racially diverse society. Meets with HIST-650. Usually offered alternate years.

**HIST-351 Era of the Revolution and Constitution (3)** The political and social history of the American Revolution, emphasizing the genesis of the revolutionary conflict, the revolution as a "republican revolution," the revolution's ideological and social results and their effect abroad, and the formation of the Constitution. Meets with HIST-651. Usually offered alternate years.

**HIST-352 The Era of the New Republic, 1789–1850 (3)** The new republic's political consolidation during its first critical decades; its physical, economic, and political transformation by continental expansion; the transportation and industrial revolutions and the creation of a mass democracy; and the first confrontations over slavery in 1832–33 and 1848–50. Meets with HIST-652. Usually offered alternate years.

**HIST-353 Civil War and Reconstruction (3)** Chronological coverage from the Compromise of 1850 to the final withdrawal of federal troops from the South in 1877. Includes antebellum reform, sectional conflict, black slavery, secession, and postwar racial and political problems. Political and social issues are emphasized, rather than a narrative of battles and skirmishes. Meets with HIST-653. Usually offered alternate years.

**HIST-354 The South since Reconstruction (3)** The theme is the South's struggle with the issues of integration, separation, and self-definition since the Civil War, Reconstruction and redemption, race relations, violence, the rise and fall of the "Solid South," and the "New South" of Jimmy Carter. Meets with HIST-654. Usually offered alternate years.

**HIST-355 Emergence of Modern America, 1877–1920 (3)** The course considers themes in the modernization of America: the rise of corporations and cities, the influx of immigrants from southern and eastern Europe, and the advent of the new diplomacy and imperialism. Also studies populism and progressivism. Meets with HIST-655. Usually offered alternate years.

**HIST-356 Twentieth Century America (3)** Life in the twentieth century is different from all other periods of our past. To understand why requires an examination of the explosion of science and technology, the growth of government, America's increasing involvement in the world, the multiplication of protest and liberation movements, the new politics, and neo-Keynesian economics. Meets with HIST-656.

**HIST-357 America between the Wars, 1919–1941 (3)** Following a decade of stability and prosperity, the dislocations caused by the Great Depression disrupted the lives and shook the institutions

of the American people, leading to unprecedented political and cultural experimentation. Emphasizing both the contrasts and continuities between the 1920s and 1930s, the course investigates the patterns of political, social, cultural, economic, and intellectual life during the interwar period, with special emphasis on the tensions between radical and conservative tendencies. Meets with HIST-657.

**HIST-358 Women in America to 1850 (3)** Traces the history of women in America from the sixteenth through the mid-nineteenth century, concentrating on the lived experiences of women as well as on the changing definitions, perceptions, and uses of gender. Particular attention is paid to race, ethnicity, and class, as well as to regional cultures. Additional themes include family, work, and religion. Meets with HIST-658. Usually offered alternate falls.

**HIST-359 Women in America, 1850 to Present (3)** Traces the history of women in America from the mid-nineteenth through the late twentieth century, emphasizing women's radically different experiences as well as common perceptions and uses of gender. Particular attention is paid to race, ethnicity, and class, with the premise that gender is a historically-specific cultural construct. Meets with HIST-659. Usually offered alternate falls.

**HIST-360 U.S. Foreign Relations, 1774–1914 (3)** The history of United States diplomacy (and other forms of international relations) from the Revolution to the eve of World War I. Focus on policymaking and makers; on long-term issues such as unilateralism, imperialism, and neutrality; and on economics and ideology. Meets with HIST-660. Usually offered alternate falls.

**HIST-361 U.S. Foreign Relations since 1914 (3)** The history of United States diplomacy (and other forms of international relations) since the onset of World War I. Focus on policymaking and makers; on such long-term issues as isolationism, go-it-alone unilateralism, and interventionism; on ideology, economics, and related domestic politics; and on growing U.S. attention to military and national security matters. Meets with HIST-661. Usually offered every spring.

**HIST-362 America and the Cold War (3)** Focusing on the years 1945–1989, this course explores the international and domestic origins of the Cold War, its impact on American politics and culture, the rise of the national security state, and crises such as the Korean war, the Cuban missile crisis, and Vietnam. Meets with HIST-662. Usually offered every spring. Note: HIST-207 and other U.S. history survey courses recommended.

**HIST-363 American Culture in the Nuclear Age: Living with the Bomb (3)** Examines the evolution of American culture in the nuclear age, with particular emphasis on the ways in which the threat of nuclear war and annihilation have shaped American thought and behavior. Central to this study is an exploration of the history of the nuclear arms race in the context of the politics, culture, and diplomacy of the Cold War. Meets with HIST-663. Usually offered alternate falls.

**HIST-364 U.S. Presidential Elections (3)** This course reinterprets U.S. history from the perspective of the nation's quadrennial contests for national leadership. It shows how presidential elections both reflect and influence major trends and episodes of the American past. The course combines narrative history with political and economic models to present a comprehensive theory of American presidential elections. A portion of the course focuses on the current election

cycle, with guest speakers contributing information and adding to analysis. Meets with HIST-664. Usually offered alternate falls.

**HIST-365 Postmodern America (3)** Beginning with the breakup of the post-World War II order, this course explores the politics of the 1980s and 1990s, post-war military and foreign policies, the impact of new information technologies, changing demographics and the debate over multi-culturalism, the "new" economy, globalization, cultural changes, and the emergence of postmodernism in American thought. Meets with HIST-665. Usually offered every spring.

**HIST-367 Oral History (3)** This course presents the theory, practice, legal and ethical issues, and uses of oral history. Through field work, students gain interviewing, transcription, and analysis skills and studies the advantages and limitations of oral history as source material. Reading and case histories are drawn from modern U.S. history. Meets with HIST-667. Usually offered every fall.

**HIST-368 Topics in Public History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include history and public policy, media and history, regional and local histories, and historic sites. Some background in U.S. history is recommended. Meets with HIST-668.

**HIST-369 History of Medicine in the United States: from Smallpox to AIDS (3)** Health, disease, and medicine's role in American society and culture with a special focus on health dangers posed by industrialization, urbanization, and immigration. Disease and its social construction have been an important dimension of American culture and definitions of health and disease are important barometers of who we are as a people. Epidemics (including AIDS), the hospital, ethnicity, race, urban health care, controversies in medical ethics, and medical discoveries. Meets with HIST-669. Usually offered alternate springs.

**HIST-370 Visual and Material Culture (3)** This course combines two interdisciplinary and often overlapping areas of study for examination by students of history: material and visual cultural studies. The course introduces students to historiography and cultural theory in both fields and examines methodologies for using visual and material sources to study American cultural and social history. Meets with HIST-670. Usually offered alternate springs.

**HIST-371 Ideology, Culture, and American Politics (3)** How have American political leaders justified their objectives? How have popular beliefs and attitudes been reflected in the American political system? This course, concentrating on the twentieth century, explores the relationship between American political life on the one hand and ideas and popular persuasions on the other. Meets with HIST-671.

**HIST-373 American Jewish History (3)** Today American Jewry constitutes the preeminent Diaspora Jewish community. This course traces its historical development by examining the waves of Jewish immigration to the United States and the institutions that American Jews created to sustain their community. Meets with HIST-673. Usually offered alternate springs.

**HIST-376 Americans and their Environment (3)** Focuses on the ideas, politics, and social structures that have influenced Americans in their relationship with their natural environment. Includes how Americans have viewed and valued wilderness, their treatment of land, and their use of natural resources in the context of U.S. expansion and industrial development. Meets with HIST-676.

**HIST-377 History in the Digital Age (3)** This course explores the impact of new information technologies on historical practices, focusing on research, teaching, presentations of historical materials, and changes in professional organization and discourse. Some background in U.S. history is recommended. Meets with HIST-677. Usually offered every spring.

**HIST-378 History and Society (3)** Topics vary by section, may be repeated for credit with different topic. Examines the component parts of societies and the varying ways in which historians analyze social and political changes over time. Designed to prepare history majors for HIST-480/481, this seminar emphasizes the development of research, writing, and analytical skills. Usually offered every spring.

**HIST-379 Topics in African American History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include American slavery, African American women, the civil rights movement, and race relations in the United States. Some background in U.S. history is recommended. Meets with HIST-679.

**HIST-380 Topics in U.S. History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include labor and workers, espionage and national security, radical tradition, political movements, science and technologies, film and history, and families and childhood. Some background in U.S. history is recommended. Meets with HIST-680.

**HIST-382 Civil War Institute (3)** This week-long summer program introduces participants to the key causes and consequences of the war by exploring its remnants and remembrances in the Washington, D.C. area. The intensive program combines morning presentations and discussions with afternoon field trips. Sites include Harper's Ferry, Antietam, Arlington National Cemetery, Sherman and Grant Memorials, Howard University, Fort Stevens, Frederick Douglass Home, Ford's Theater, and a full-day trip to Richmond. Meets with HIST-682. Usually offered every summer.

**HIST-384 Hiroshima, Nagasaki, and Beyond (3)** Summer study trip to Japan in conjunction with the Nuclear Studies Institute. Focuses on Japanese wartime aggression, the human devastation wrought by the atomic bombings, current Japanese and international efforts to eliminate nuclear weapons, and the building of closer ties between the people of the United States and Japan. Participants hear first-hand accounts of atomic bomb survivors and Asian victims of Japanese atrocities, visit sites of historical and cultural significance, and attend commemorative events. Meets with HIST-684. Usually offered every summer.

**HIST-390 Independent Reading Course in History (1-6) Prerequisite:** permission of instructor and department chair.

**HIST-392 Cooperative Education Field Experience (3-9) Prerequisite:** permission of department chair and Cooperative Education office.

**HIST-480 Major Seminar I (3)** Methods and materials of historical research and writing, with emphasis on resources in the Washington area. Students design and outline research subjects based in part on the use of primary sources. Required of all history majors. Normally followed by HIST-481. Usually offered every fall. *Prerequisite:* senior or second-semester junior standing.

**HIST-481 Major Seminar II (3)** Completion of a senior thesis based in part on the use of primary source materials. Required of all history majors. Usually offered every spring. *Prerequisite:* HIST-480 and senior standing.

**HIST-490 Independent Study Project in History (1-6)** *Prerequisite:* permission of instructor and department chair.

**HIST-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate and Advanced Undergraduate Courses

**HIST-082 Civil War Institute (0)** Noncredit option. This week-long summer program introduces participants to the key causes and consequences of the war by exploring its remnants and remembrances in the Washington, D.C. area. The intensive program combines morning presentations and discussions with afternoon field trips. Sites include Harper's Ferry, Antietam, Arlington National Cemetery, Sherman and Grant Memorials, Howard University, Fort Stevens, Frederick Douglass Home, Ford's Theater, and a full-day trip to Richmond. Meets with HIST-382/682. Usually offered every summer.

**HIST-084 Hiroshima, Nagasaki, and Beyond (0)** Noncredit option. Summer study trip to Japan in conjunction with the Nuclear Studies Institute. Focuses on Japanese wartime aggression, the human devastation wrought by the atomic bombings, current Japanese and international efforts to eliminate nuclear weapons, and the building of closer ties between the people of the United States and Japan. Participants hear first-hand accounts of atomic bomb survivors and Asian victims of Japanese atrocities, visit sites of historical and cultural significance, and attend commemorative events. Meets with HIST-384/684. Usually offered every summer.

**HIST-500 Studies in History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in nineteenth and twentieth century European studies, Russian and Soviet studies, American political, social, and cultural studies, and American diplomatic and military studies. Usually offered every term.

**HIST-590 Independent Reading Course in History (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**Note:** When 300-level and 600-level courses meet together, registration at the 600-level requires graduate-level assignments and higher expectations regarding performance.

**HIST-600 Ancient Studies (3)** Topics vary by section, may be repeated for credit with different topic. Topical courses in ancient Greek and Roman history. Meets with HIST-300.

**HIST-611 Atlantic World Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include interpretations of the new world, ideas of science and faith, exchange of goods and scientific knowledge, diasporas, and comparative slavery. Some background in European and U.S. history is recommended. Meets with HIST-311.

**HIST-612 Studies in European History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include women and gender, European thought and ideologies, nineteenth-century revolutions, development of the social sciences, Eastern and Central Europe of the nineteenth and twentieth centuries, society and culture in modern France, modern Germany, the Republic of Letters, the European Enlightenment, the French Revolution, and media and mass culture. Some background in European history is recommended. Meets with HIST-312.

**HIST-618 Nazi Germany (3)** The political, social, and economic conditions that made it possible for Hitler to take power. The nature of Nazi rule. Emphasis on World War II and the Holocaust. Meets with HIST-318. Usually offered every spring.

**HIST-619 Holocaust (3)** Traces the history of anti-Semitism and the development of racism that led to the Holocaust. Examines the historical development of the Final Solution. Considers the variety of responses to Jewish persecution by the Nazi perpetrators, the Jews, and the nations of the world. Meets with HIST-319. Usually offered every fall.

**HIST-620 War and Diplomacy: Napoleon to Bismarck (3)** Describes and interprets Napoleonic wars and diplomacy; the Congress of Vienna; the Concert of Europe; the revolutions of 1820, 1830, and 1848; the Crimean War; the conflicts of Italian and German nationalism; Bismarck's diplomatic system; imperialism; the partition of Africa; rivalries in Asia; Balkan conflicts; and the roots of World War I. Meets with HIST-320.

**HIST-621 War and Peace: Bismarck to Hitler (3)** The two world wars and their backgrounds of revolution and depression are focal points for explaining the origins of wars and the failure of peace in modern civilizations. Includes imperialism and world politics, World War I, peace-making at Versailles, the Great Depression, the rise of the Nazis, fascists, and communist Russia and their foreign policies, the German blitzkrieg in World War II and subsequent allied victories, and attempts to create a "brave new world." Meets with HIST-321.

**HIST-627 Twentieth Century Europe (3)** There is something in Europe's past that gives it a certain resilience: in this century Europe has experienced two major wars, a wave of communist revolution, a violent reaction in the form of fascism, and the horror of mass extermination. Yet Europe today is quite prosperous, and there are better links between the Western countries and their communist counterparts than could have been imagined two decades ago. Meets with HIST-327. Usually offered alternate years.

**HIST-631 Modern Revolutions (3)** The theory, patterns, and practice of twentieth century revolutions, and the revolutionary tradition stemming from the Enlightenment, French Revolution, and Marxism. Detailed treatment of the Russian, Nazi, Chinese, Vietnamese, and Cuban revolutions, and consideration of the effects of revolutions and the revolutionary potential of modern industrial societies. Meets with HIST-331. Usually offered alternate years.

**HIST-632 Contemporary Historical Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including death in history, madness in history, history of sexuality, and women in European history. Meets with HIST-332.

**HIST-634 Victorian England (3)** Examines the many threats to traditional beliefs and social patterns that emerged in the nineteenth century. Subjects include the effect of Darwinism on religion, the emergence of working-class politics, the campaign for female suffrage, discontent in Ireland, and the growth of empire. Meets with HIST-334.

**HIST-636 History of Ireland (3)** Survey of Irish history from the Gaelic invasions to the present, focusing on the development of Irish cultural and national identity. Meets with HIST-336.

**HIST-637 British Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics, including Hanoverian England, Edwardian England, the British working class experience, and popular culture in modern Britain. Meets with HIST-337.

**HIST-638 Society and Culture in Modern France, 1789–Present (3)** Covers the major issues and problems in the history of modern France. With an emphasis on social and cultural history, it treats subjects such as the revolutionary tradition in France, nationalism, peasant life, worker culture, domesticity and family life, urbanism, empire, the World Wars, consumerism, and Americanization. Course materials include memoirs, novels, and films. Meets with HIST-389. Usually offered alternate springs.

**HIST-640 Latin American Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics, including the diplomatic history of Latin America, Latin American intellectual history, and Latin American feminisms. Meets with HIST-340.

**HIST-644 Topics in Jewish History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in Jewish history exploring one theme, or period, or geographical region of the Jewish past. May include the history of women in Jewish tradition, East European Jewry, the world of the shtetl, American Jewish women, and anti-Semitism. Meets with HIST-344.

**HIST-645 Russian Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics, including Russian social history, Russian revolutionary tradition, Russian dissidents and dictators, Russia and the West, twentieth century Russian diplomacy, and Russian literature and society. Meets with HIST-345.

**HIST-647 Asian Studies (3)** Topics vary by section, may be repeated for credit with different topic. Topical courses in Asian history including China from the Manchus to Mao, history of Japan, and India and the West. Meets with HIST-347.

**HIST-648 American Culture in the Nuclear Age: Living with the Bomb (3)** Examines the evolution of American culture in the nuclear age, with particular emphasis on the ways in which the threat of nuclear war and annihilation have shaped American thought and behavior. Central to this study is an exploration of the history of the nuclear arms race in the context of the politics, culture, and diplomacy of the Cold War. Meets with HIST-348. Usually offered alternate falls.

**HIST-650 Colonial America: 1492 to 1763 (3)** The founding and development of England's North American colonies, emphasizing the original impulses and methods of colonization; Indian peoples and conflict; non-English immigration; the genesis and African background of the slave trade and slavery; and the creation of a dominant English culture in an ethnically and racially diverse society. Meets with HIST-350. Usually offered alternate years.

**HIST-651 Era of the Revolution and Constitution (3)** The political and social history of the American Revolution, emphasizing the genesis of the revolutionary conflict, the revolution as a "republican revolution," the revolution's ideological and social results and their effect abroad, and the formation of the Constitution. Meets with HIST-351. Usually offered alternate years.

**HIST-652 The Era of the New Republic, 1789–1850 (3)** The new republic's political consolidation during its first critical decades; its physical, economic, and political transformation by continental expansion; the transportation and industrial revolutions and the creation of a mass democracy; and the first confrontations

overslavery in 1832, 1833 and 1848–1850. Meets with HIST-352. Usually offered alternate years.

**HIST-653 Civil War and Reconstruction (3)** Chronological coverage from the Compromise of 1850 to the final withdrawal of federal troops from the South in 1877. Includes ante bellum reform, sectional conflict, black slavery, secession, and postwar racial and political problems. Political and social issues are emphasized, rather than a narrative of battles and skirmishes. Meets with HIST-353. Usually offered alternate years.

**HIST-654 The South since Reconstruction (3)** The theme is the South's struggle with the issues of integration, separation, and self-definition since the Civil War. Reconstruction and redemption, race relations, violence, the rise and fall of the "Solid South," and the "New South" of Jimmy Carter. Meets with HIST-354. Usually offered alternate years.

**HIST-655 Emergence of Modern America, 1877–1920 (3)** The course considers themes in the modernization of America: the rise of corporations and cities, the influx of immigrants from southern and eastern Europe, and the advent of the new diplomacy and imperialism. Populism and progressivism. Meets with HIST-355. Usually offered alternate years.

**HIST-656 Twentieth Century America (3)** Life in the twentieth century is different from all other periods of our past. To understand why requires an examination of the explosion of science and technology, the growth of government, America's increasing involvement in the world, the multiplication of protest and liberation movements, the new politics, and neo-Keynesian economics. Meets with HIST-356.

**HIST-657 America between the Wars, 1919–1941 (3)** Following a decade of stability and prosperity, the dislocations caused by the Great Depression disrupted the lives and shook the institutions of the American people, leading to unprecedented political and cultural experimentation. Emphasizing both the contrasts and continuities between the 1920s and 1930s, the course investigates the patterns of political, social, cultural, economic, and intellectual life during the interwar period, with special emphasis on the tensions between radical and conservative tendencies. Meets with HIST-357.

**HIST-658 Women in America to 1850 (3)** Traces the history of women in America from the sixteenth through the mid-nineteenth century, concentrating on the lived experiences of women as well as on the changing definitions, perceptions, and uses of gender. Particular attention is paid to race, ethnicity, and class, as well as to regional cultures. Additional themes include family, work, and religion. Meets with HIST-358. Usually offered alternate falls.

**HIST-659 Women in America, 1850 to Present (3)** Traces the history of women in America from the mid-nineteenth through the late twentieth century, emphasizing women's radically different experiences as well as common perceptions and uses of gender. Particular attention is paid to race, ethnicity, and class, with the premise that gender is a historically-specific cultural construct. Meets with HIST-359. Usually offered alternate falls.

**HIST-660 U.S. Foreign Relations, 1774–1914 (3)** The history of United States diplomacy (and other forms of international relations) from the Revolution to the eve of World War I. Focus on policymaking and makers; on such long-term issues such as

unilateralism, imperialism, and neutrality; and on economics and ideology. Meets with HIST-360. Usually offered alternate falls.

**HIST-661 U.S. Foreign Relations since 1914 (3)** The history of United States diplomacy (and other forms of international relations) since the onset of World War I. Focus on policymaking and makers; on long-term issues as isolationism, go-it-alone unilateralism, and interventionism; on ideology, economics, and related domestic politics; and on growing U.S. attention to military and national security matters. Meets with HIST-361. Usually offered every spring.

**HIST-662 America and the Cold War (3)** Focusing on the years 1945–1989, this course explores the international and domestic origins of the Cold War, its impact on American politics and culture, the rise of the national security state, and crises such as the Korean war, the Cuban missile crisis, and Vietnam. Meets with HIST-362. Usually offered every spring.

**HIST-664 U.S. Presidential Elections (3)** This course reinterprets U.S. history from the perspective of the nation's quadrennial contests for national leadership. It shows how presidential elections both reflect and influence major trends and episodes of the American past. The course combines narrative history with political and economic models to present a comprehensive theory of American presidential elections. A portion of the course focuses on the current election cycle, with guest speakers contributing information and adding to analysis. Meets with HIST-364. Usually offered alternate falls.

**HIST-665 Postmodern America (3)** Beginning with the breakup of the post-World War II order, this course explores the politics of the 1980s and 1990s, post-war military and foreign policies, the impact of new information technologies, changing demographics and the debate over multi-culturalism, the "new" economy, globalization, cultural changes, and the emergence of postmodernism in American thought. Meets with HIST-365. Usually offered every spring.

**HIST-667 Oral History (3)** This course presents the theory, practice, legal and ethical issues, and uses of oral history. Through field work, students gain interviewing, transcription, and analysis skills and studies the advantages and limitations of oral history as source material. Reading and case histories are drawn from modern U.S. history. Meets with HIST-367. Usually offered every fall.

**HIST-668 Topics in Public History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include history and public policy, media and history, regional and local histories, and historic sites. Some background in U.S. history is recommended. Meets with HIST-368.

**HIST-669 History of Medicine in the United States: from Smallpox to AIDS (3)** Health, disease, and medicine's role in American society and culture with a special focus on health dangers posed by industrialization, urbanization, and immigration. Disease and its social construction have been an important dimension of American culture and definitions of health and disease are important barometers of who we are as a people. Epidemics (including AIDS), the hospital, ethnicity, race, urban health care, controversies in medical ethics, and medical discoveries. Meets with HIST-369. Usually offered alternate springs.

**HIST-670 Visual and Material Culture (3)** This course combines two interdisciplinary and often overlapping areas of study for examination by students of history: material and visual cultural studies. The course introduces students to historiography and cultural theory in both fields and examines methodologies for using visual and material

sources to study American cultural and social history. Meets with HIST-370. Usually offered alternate springs.

**HIST-671 Ideology, Culture, and American Politics (3)** How have American political leaders justified their objectives? How have popular beliefs and attitudes been reflected in the American political system? This course, concentrating on the twentieth century, explores the relationship between American political life on the one hand and ideas and popular persuasions on the other. Meets with HIST-371.

**HIST-673 American Jewish History (3)** Today American Jewry constitutes the preeminent Diaspora Jewish community. This course traces its historical development by examining the waves of Jewish immigration to the United States and the institutions that American Jews created to sustain their community. Meets with HIST-373. Usually offered alternate springs.

**HIST-676 Americans and their Environment (3)** Focuses on the ideas, politics, and social structures that have influenced Americans in their relationship with their natural environment. Includes how Americans have viewed and valued wilderness, their treatment of land, and their use of natural resources in the context of U.S. expansion and industrial development. Meets with HIST-376.

**HIST-677 History in the Digital Age (3)** This course explores the impact of new information technologies on historical practices, focusing on research, teaching, presentations of historical materials, and changes in professional organization and discourse. Some background in U.S. history is recommended. Meets with HIST-377. Usually offered every spring.

**HIST-679 Topics in African American History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include American slavery, African American women, the civil rights movement, and race relations in the United States. Some background in U.S. history is recommended. Meets with HIST-379.

**HIST-680 Topics in U.S. History (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include labor and workers, espionage and national security, radical tradition, political movements, science and technologies, film and history, and families and childhood. Some background in U.S. history is recommended. Meets with HIST-380.

**HIST-682 Civil War Institute (3)** This week-long summer program introduces participants to the key causes and consequences of the war by exploring its remnants and remembrances in the Washington, D.C. area. The intensive program combines morning presentations and discussions with afternoon field trips. Sites include Harper's Ferry, Antietam, Arlington National Cemetery, Sherman and Grant Memorials, Howard University, Fort Stevens, Frederick Douglass Home, Ford's Theater, and a full-day trip to Richmond. Meets with HIST-382. Usually offered every summer.

**HIST-684 Hiroshima, Nagasaki, and Beyond (3)** Summer study trip to Japan in conjunction with the Nuclear Studies Institute. Focuses on Japanese wartime aggression, the human devastation wrought by the atomic bombings, current Japanese and international efforts to eliminate nuclear weapons, and the building of closer ties between the people of the United States and Japan. Participants hear first-hand accounts of atomic bomb survivors and Asian victims of Japanese atrocities, visit sites of historical and cultural significance, and attend commemorative events. Meets with HIST-384. Usually offered every summer.

**HIST-690 Independent Study Project in History (1-6)** *Prerequisite:* permission of instructor and department chair.

**HIST-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**HIST-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**HIST-720 Colloquium in Modern European History 1789-1900 (3)** Covers major issues in European history from 1789 to 1900. Integrates political, social, cultural, intellectual, diplomatic, and military subjects and their historiography. The colloquium assumes basic knowledge of events. Usually offered alternate falls.

**HIST-721 Colloquium in Modern European History since 1900 (3)** Covers major issues in European history since 1900. Integrates political, social, cultural, intellectual, diplomatic, and military subjects and their historiography. The colloquium assumes basic knowledge of events. Usually offered alternate falls.

**HIST-727 Colloquium in United States History I: to 1865 (3)** The course assumes the student's familiarity with factual data and concentrates on analyzing important historiographic disputes and developments in U.S. history to the end of the Civil War. Usually offered every fall.

**HIST-728 Colloquium in United States History II: since 1865 (3)** The course assumes the student's familiarity with factual data and concentrates on analyzing important historiographic disputes and developments in U.S. history from 1865 to the present. Usually offered every spring.

**HIST-729 Public History Seminar (3)** With HIST-730, this course is part of a two course sequence introducing students to ideas, debates, and best practices in the field of public history. The course introduces students to the historical origins of public history, the historiography and major paradigms in the field, and to debates about the public role of historians. Usually offered every fall.

**HIST-730 Public History Practicum (3)** With HIST-729, this course is part of a two course sequence introducing students to ideas, debates, and best practices in the field of public history. The course introduces students to the best practices in both the interpretation of history in public venues and the management of heritage sites. Includes governance, ethics, interpretation, evaluation, exhibition development, and education. Usually offered every fall.

**HIST-744 The Historian's Craft (3)** Focuses on historical theory, historical methodology, and differences in the various branches of history. Brings together graduate students with various specialties and interests and creates a common base of knowledge and experience. Usually offered every fall.

**HIST-751 Research Seminar in European History (3)** Repeatable for credit. Identification and development of research subjects; sources; and their evaluation; research techniques and problems; and writing and argumentation. Students research and write substantial papers based largely on primary sources. Usually offered every spring.

**HIST-752 Research Seminar in United States History (3)** Repeatable for credit. Identification and development of research subjects; sources and their evaluation; research techniques and problems; and writing and argumentation. Students research and write substantial papers based largely on primary sources. Usually offered every spring.

**HIST-797 Master's Thesis Seminar (1-6)** Usually offered every term.

**HIST-799 Doctoral Dissertation Seminar (1-12)** Usually offered every term.

## University Honors Program

### Undergraduate Courses

**HNRS-300 Honors Colloquium in Arts and Humanities (3)** Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* permission of University Honors program director.

**HNRS-301 Honors Colloquium in Natural and Mathematical Sciences (3)** Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* permission of University Honors program director.

**HNRS-302 Honors Colloquium in Social Sciences (3)** Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* permission of University Honors program director.

**HNRS-390 Honors Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and University Honors program director.

**HNRS-490 Honors Independent Study Project (1-6)** *Prerequisite:* permission of instructor and University Honors program director.

## Interdisciplinary: Multi-Ethnic Studies

### Undergraduate Courses

**IDIS-210/IDIS-210G Contemporary Multi-Ethnic Voices 4: 2 (3)** This course examines how ethnicity affects the organization of society, the relationship between and among the individual, communities, and society, and how artists negotiate their own understanding of ethnicity in contemporary American society. Literature, films, theatre, walking tours, and a community service project introduce students to the critical concepts, patterns, and issues that reflect multi-ethnic perspectives. The course also explores the relationship between ethnicity, values, and ethics in American society and fosters critical thinking based on reasoned evidence. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

## Business: International Business

### Undergraduate Courses

**IBUS-200/IBUS-200G The Global Marketplace 3:2 (3)** An exploration of the global business environment, with a focus on the cultural dimensions involved in conducting business across national boundaries, as well as the role that business plays in both the international economy and in the preservation of finite world resources. Usually offered every term. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G. *Note:* This course is designed for non-business majors only and should not be taken by students who have a declared or intended major in business administration.

**IBUS-300 Fundamentals of International Business (3)** An introductory course that studies the nature and scope of international trade and investment, international institutions, the international monetary system and exchange markets, and some of the major is-

sues involved in the functional aspects of international business. Usually offered every term. *Prerequisite:* upper-division standing. **IBUS-301 International Marketing (3)** The concepts and practices of marketing across national borders and the adaptations to the marketing program required because of the different needs, environmental constraints, and forms of competition in foreign markets. Usually offered every term. *Prerequisite:* MKTG-300 and IBUS-300 and upper-division standing.

**IBUS-302 International Finance (3)** The structure and nature of the international monetary system and the operation of exchange markets, foreign exchange exposure, and foreign capital markets. The cost of capital in an international context is also studied, as well as some of the major issues in international accounting, taxation, and banking. Usually offered every term. *Prerequisite:* IBUS-300, FIN-365, and upper-division standing.

**IBUS-320 Practice of Business in the European Union (3)** Offered as part of the AU Abroad program in Brussels, this course looks at how the European Union shapes the international business environment. It explores the EU's economic, legal, and political structures that govern business practice in Europe. It also studies how businesses try to shape that environment by influencing EU policy making. Usually offered every spring.

**IBUS-391 Internship in International Business (1-6)** Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* IBUS-300, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

**IBUS-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* IBUS-300, upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair and Cooperative Education office.

**IBUS-401 Cultural Environment of International Business (3)** The cultural factors affecting international business operations and their influence on the principal business functions of finance, marketing, procurement, production, public and external relations, and research and development. Usually offered every term. *Prerequisite:* IBUS-300 and upper-division standing.

**IBUS-402 International Human Resource Management (3)** Focuses on the components of international human resource management and how they are used by multinational corporations. Students examine international compensation systems, international recruiting policies, international training and development programs, international labor relations issues, performance appraisal in the international environment, cross-cultural considerations, and safety and termination considerations. Usually offered every spring. *Prerequisite:* IBUS-300 and upper-division standing.

**IBUS-404 International Accounting and Financial Consulting (3)** This course explores the issues and tasks involved in international accounting and financial consulting. Focuses primarily on the content of international consulting practice and developing the skills necessary to compete in this environment. *Prerequisite:* IBUS-300, ACCT-241, and upper-division standing.

**IBUS-408 Export-Import Management (3)** The management of the marketing processes of export/import operations, particularly for small and medium size firms. Includes the decisions involved with

export/import activities, market selection strategies, distributor and supplier selection considerations, financing operations, supporting documentation, and the general management of export/import marketing variables. Usually offered every term. *Prerequisite:* upper-division standing.

**IBUS-409 Dauphine Semester (3)** Topics vary by section, may be repeated for credit with different topic. Students enroll in courses offered by the University of Paris-Dauphine. Classes are taught in French. Usually offered every term.

**IBUS-410 CERAM Semester (3)** Topics vary by section, may be repeated for credit with different topic. Students enroll in courses offered by the Euro American Institute of Technology (EAI Tech) located in Sophia Antipolis, France. Classes are taught in English. Usually offered every term.

**IBUS-420, IBUS-421 International Business and Trade Seminar I (4), II (4)** Provides an in-depth introduction to the nature and workings of international business and trade through lectures and seminars with decision makers in Washington, D.C. Also focuses on the functional operations of international business including marketing, HRM, finance, accounting, and international law. Usually offered every term. *Prerequisite:* admission to the Washington Semester Program.

**IBUS-422 International Business and Trade Seminar Research Project (4)** For students in the program who wish to conduct substantive research. Students are encouraged to utilize the resources of the city through interviews, surveys, and examination of primary and secondary sources from government and private sector organizations. Usually offered every term. *Prerequisite:* admission to the Washington Semester Program.

**IBUS-423 International Business and Trade Internship (4)** An opportunity to intern with one of many national and multinational agencies and organizations while participating in this program. The work component is supplemented by class discussions and assignments. Usually offered every term. *Prerequisite:* admission to the Washington Semester Program.

**IBUS-490 Independent Study Project in International Business (1-3)** *Prerequisite:* IBUS-300, upper-division standing, and permission of instructor, department chair, and associate dean.

#### Graduate Courses

**IBUS-618 Manager in the International Economy (3)** The practices and principles involved in conducting the functional aspects of business in an international context; includes the study of the nature, scope, and trends of international business as well as the international monetary system, international agreements, and considerations resulting from the environmental differences between nations. Usually offered every term.

**IBUS-636 Global Strategy and Management (1.5)** This course gives students an understanding of the international dimensions of business strategies. Using case studies of multi-national corporations, students analyze and make recommendations with regard to strategic decisions that companies face in today's rapidly changing environment of global competition. Usually offered once a year.

**IBUS-637 Cross-Cultural Management (1.5)** This course prepares workers, managers, and consultants for the multi-cultural business environment. In this course students learn how to develop culturally-savvy management and communication styles to more effectively promote their objectives, understand how to optimally interact with co-workers who may have different cultural values, and then

take on more ambitious tasks such as resolving conflicts and managing or working through change. Usually offered every term.

**IBUS-640 Dauphine Semester (1.5–12)** Topics vary by section, may be repeated for credit with different topic. Students enroll in courses offered by the University of Paris, Dauphine. Classes are taught in French. Usually offered every term.

**IBUS-685 Topics in International Business (1.5–9)** Topics vary by section, may be repeated for credit with different topic. Rotating topics related to current and emerging issues in international business.

**IBUS-690 Independent Study Project (1–6)** *Prerequisite:* permission of instructor and department chair.

**IBUS-691 Internship (1.5)** *Prerequisite:* permission of instructor and department chair. *Note:* may be taken pass/fail only.

**IBUS-692 Cooperative Education Field Experience (3–6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**IBUS-700 International Finance (3)** Financial operation of the multinational firm, including the sources of funds, foreign investment decisions, and international transactions and taxation. Also included is a study of the related aspects of the international monetary system, foreign exchange markets, and international banking. *Prerequisite:* IBUS-618.

**IBUS-701 International Banking (1.5)** Familiarizes students with the environment and modus operandi of multinational banks, with the focus on policy- and concept-oriented issues in international banking. Includes the structure of international banking, basic functions of international banks, offshore banking, foreign exchange management, risk management, off-balance sheet activities, the regulatory environment, country and political risk assessment, and international bank supervision, all addressed from both a theoretical and practical viewpoint. *Prerequisite:* FIN-614 and IBUS-618.

**IBUS-702 Strategic Management of Multinational Corporations (1.5)** This course builds on the foundation of IBUS-618 Manager in the International Economy and focuses on the fundamental strategic and organizational challenges facing multinational firms. It addresses questions such as why firms go abroad, what differentiates a global from a multi-domestic industry, what are the sources of competitive advantage in a global context, how a multinational firm plays the global "chess game," how firms choose an optimal global structure, and how companies ensure global coordination and knowledge transfer. Usually offered every spring. *Prerequisite:* IBUS-618.

**IBUS-703 Global Market Entry Strategies (3)** Through the use of case studies, this course systematically analyzes the four permutations of the global market entry challenge: firms from developed markets entering other developed markets; firms from developed markets entering emerging markets; firms from emerging markets entering other developed markets; and firms from emerging markets entering other emerging markets. An additional focus of the course is the development of global brand portfolios, distribution networks, and pricing mechanisms. *Prerequisite:* MKTG-612 and IBUS-618.

**IBUS-705 Export/Import Management (1.5)** The study of the practices and procedures of the export and import processes. The emphasis is on international logistics, the role of the international trade intermediaries, and the development of the export marketing program, particularly for small companies. *Prerequisite:* MKTG-612 and FIN-614.

**IBUS-707 Managing Human Resources in Multinational Corporations (1.5)** The human resource implications associated with

working in the international arena with emphasis on the relationship of culture to human resource management, international human resource management strategy, selecting employees for international operations, performance appraisal and compensation. *Prerequisite:* IBUS-618.

**IBUS-708 Issues in International Training and Labor Relations (1.5)** The human resource implications associated with working in the international arena, with emphasis on training and development, labor relations, instruction and productivity, security and safety, and termination and repatriation. *Prerequisite:* IBUS-618.

**IBUS-709 Comparative Management Systems (3)** The study of business organizational structures and management procedures in different international environments and the applications of important foreign developments in management for U.S. business. *Prerequisite:* IBUS-618.

**IBUS-740 Project Finance in Developing and Transitional Economies (1.5)** Covers the entire cycle of issues and activities in the field of project finance, especially as practiced in developing and transitional economies. Use of case studies and real project models to examine techniques and strategies currently used in multinational institutions, such as the International Finance Corporation, to conduct stand-alone private sector projects. Usually offered every fall.

**IBUS-741 International Technology Transfer (1.5)** Explores the role and growing importance of technology transfer in international business and trade within a broad context of cultural, political, legal, and economic environments. The management of technology transfers as viewed from an international consulting perspective. Includes case analysis, projects, class lecture, and discussion. Usually offered every fall.

**IBUS-742 Analysis of International Business Expansion (1.5)** Addresses five essential aspects of international business expansion: markets, products/services, business financing, organizational leadership, and competitive standing, all as seen in a global setting. Logical models for diagnosing and focusing on business problems and opportunities are presented. Real-life international business problems are analyzed from the perspective of consultants. Usually offered every spring.

**IBUS-743 International Advertising and Branding Strategy (1.5)** As firms internationalize, two key questions are whether the brand image in the home market enjoys pre-entry equity in the new market, and whether the best strategy is to standardize or adapt the brand positioning to the new environment. This course covers the three essential tasks of the international brand manager: creating the brand, communicating the brand through media, and competing internationally with the brand. *Prerequisite:* IBUS-618 or permission of instructor.

**IBUS-744 International Dimensions in Management: Study Abroad Project (3)** Students develop a deeper understanding of the international dimension of management through a combination of class preparation and study abroad. Students play an active role in the design of the course, which varies according to the specific industry/country. The travel component includes company visits and structured meetings with business executives and experts, and provides an important experiential element to the study of international business environments. *Prerequisite:* IBUS-618 or permission of instructor.

**IBUS-745 Global Supply Chain Management (3)** This course introduces a set of approaches designed to efficiently integrate suppliers, manufacturers, warehouses, and stores so that merchandise is produced and distributed at the right quantities, to the right locations, and at the right time in order to minimize systemize costs while satisfying service level requirements. The course utilizes case studies and computer simulations to illustrate and reinforce effective supply chain management approaches in both global and domestic organizations. Usually offered once a year.

**IBUS-746 Global Emerging Market (3)** This course examines current global trends influencing the global emerging market as part of the global marketplace and provides practical knowledge on effective execution of cross-border transactions and M & A, as well as recommendations for setting up international joint ventures, participation in free economic zones, and preparation of import-export transactions. The course emphasizes the various organizational forms of investment in emerging markets, methods of reduction of political and economic risk of investment, and effective forms trade with these markets. An additional focus is the role of private investment in the reduction of poverty and unemployment, and the fight against global terrorism. Usually offered once a year.

**IBUS-747 Doing Business in Different National and Cultural Environments (1.5)** This course develops an understanding of the business environment facing multinational firms in different country contexts, particularly in emerging and transition economies. Emphasis is placed on identifying factors that influence national competitiveness, understanding why some countries are more competitive than others, and how institutions affect the business environment. The course also includes an introduction to corporate governance structures and how they differ across countries. Usually offered once a year.

**IBUS-748 Management in Emerging Markets (1.5)** This course develops an understanding of the unique strategic and managerial challenges facing multinational firms, particularly in emerging and transition economies, and the managerial challenges associated with running multinational organizations. The course focuses on the firm- and industry-level of analysis and the managerial and strategic issues associated with doing business in different country contexts. Usually offered once a year.

## **Business: Information Technology**

### **Undergraduate Courses**

**ITEC-333 Topics in Information Technology (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include emerging technologies and new management approaches. Usually offered once a year.

**ITEC-334 Computer Programming in the Web Era (3)** Looking to a future when users can make improvements to the applications inside their computers, this course gives students more control over their computers. It provides hands-on opportunities to work with a variety of programming languages and techniques, including applets, scripts, and web pages. Usually offered every term.

**ITEC-350 Introduction to Management Information Systems (3)** In this course students learn how organizations can use management information systems (MIS) strategically to improve their competitive position in the market. The course covers theories, principles, and business cases about a variety of MIS applications supporting different organizational levels and functions. ERP, CRM, SCM, and other important enterprise systems are emphasized. Organizational

systems for e-government and non-profits are also covered. *Prerequisite:* ITEC-200 or permission of instructor.

**ITEC-355 Production/Operations Management (3)** Fundamental concepts of production/operations management. Basic elements of quality control, reliability analysis, total quality management, decision theory, inventory control, linear programming, simulation, queuing, and project management. Usually offered every term. *Prerequisite:* ACCT-241, ECON-200, MATH-211 or MATH-221 (may be taken concurrently), STAT-202, and upper-division standing.

**ITEC-390 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

**ITEC-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ITEC-454 Fundamentals of Electronic Commerce (3)** Electronic commerce, the buying and selling of information, products, and services through purely electronic means, promises to revolutionize the conduct of business. A survey of consumer-to-business and business-to-business electronic commerce models, systems, and technical solutions. Includes hands-on projects and assignments. Usually offered every term. *Prerequisite:* ITEC-352 and upper-division standing.

**ITEC-455 Systems Analysis and Design (3)** The first step in every system project is to gather requirements from the system's stakeholders. In this course students learn state-of-the-art approaches to performing this activity. They develop a system concept statement that captures the essence and value of the system; analyze user requirements; model those requirements; and prepare formal requirements specifications. Methods include use case modeling, class diagrams, and object-oriented techniques. *Prerequisite:* ITEC-200 or permission of department.

**ITEC-470 Databases, Data Mining, and Knowledge Management (3)** This course introduces the important concept of data modeling in developing the skills needed to transform raw data into information and still further into knowledge, and then to identify and solve a variety of problems. Includes data warehousing, data mining, data visualization, search, and knowledge management. *Prerequisite:* ITEC-200 or permission of instructor.

**ITEC-485 Senior Workshop in Computer Information Systems (3)** This is a capstone course in information system development. Students demonstrate their mastery of the tools and techniques of information system development by participating in the development of a real world information system. Usually offered every term.

**ITEC-490 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**ITEC-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

### **Graduate Courses**

**ITEC-610 Applied Managerial Statistics (3)** The decision-aiding tools that can be applied by managers to gain insight into decision problems range from simple graphic displays of data to sophisticated statistical tests. Students use real-world data sets and PC-based software to describe sets of measurements, construct probability distributions, estimate numerical descriptive measures, and build multiple regression models. Usually offered every term. *Note:* a college-level finite mathematics course is highly recommended.

**ITEC-611 Applied Management Science (3)** Designing and operating complex real-world systems using management science applications in production, distribution, transportation, and inventory management. How to mathematically model decision problems, solve the models using state-of-the-art software, analyze output, and implement results. *Prerequisite:* ITEC-610.

**ITEC-612 Applied Production and Operations Management (1.5)** Provides an introduction to production and operations management (POM), the process of managing people and resources in order to produce goods or provide services. Decisions related to forecasting, aggregate planning, inventory control, supply chain management, scheduling, and facility location are discussed. Emphasis is placed on the development of models to represent POM decision problems and the use of analytical tools and software to support the POM function. Usually offered every term. *Prerequisite:* ITEC-610.

**ITEC-616 Management Information Systems (3)** The theoretical, technological, practical, and managerial foundations of management information systems. Includes information technologies, systems development, the impact of information systems on business organizations, information technology as a competitive tool, and the management of information systems within domestic and multinational corporations. Introduces students to current systems and software. Usually offered every term.

**ITEC-630 System Requirements and Design for Managers (3)** This course introduces system development methods and processes such as systems analysis and design modeling methods for object-oriented and data-driven systems. The course includes requirements analysis, system requirements modeling, database principles, database queries, data modeling, and relational database design. Also introduces data warehousing, concurrency, distributed databases, and web applications, and includes hands-on lab exercises and a team project. *Prerequisite:* ITEC-616 (may be taken concurrently) or permission of instructor.

**ITEC-631 Operations and Information Management (3)** Introduction to operations and services management and decision-aiding tools, as well as information and knowledge systems that support managers in their decision-making role. Includes statistical analysis, forecasting, capacity planning, project management, database analysis, decision support tools, information systems, information technologies, the Internet, and systems solutions. Usually offered every term.

**ITEC-636 Management Information Systems for Public and Nonprofit Organizations (3)** This course covers the theoretical, technological, practical, and managerial foundations of management information systems. Includes the role of information technologies in organizations, strategies for systems development, the impact of information systems (IS) on public organizations, information technology (IT) as a strategic tool, and the management of information systems within domestic and global enterprises. The course introduces students to current systems and software, as well as ethical and social issues, managing data, information, and knowledge, the influence of the Internet on government and social systems, electronic collaboration, global telecommunications, decision making and IT, and managing international IS. Usually offered every fall. *Note:* for non-business graduate students only.

**ITEC-640 Global Connectivity (1.5)** Introduces business students to current and emerging technologies in telecommunications, internet, and wireless. Includes case studies of business solutions for global firms. *Prerequisite:* ITEC-616 (may be taken concurrently) or permission of instructor.

**ITEC-641 Global Collaborative Technology and Virtual Teams (1.5)** Information technology has enabled astonishing communication, but working over distance can also create problems. Operating virtual teams is a required competency for today's manager. This course covers the conceptual, practical, and technological components of building and managing these virtual teams. Theoretical and behavioral research informs learning and students gain hands-on experience with state-of-the-art collaborative technologies.

**ITEC-643 Consulting Project Management and Enterprise Process (3)** All consulting engagements rely upon a consultant's skill in the areas of project management and enterprise process analysis. Applying project management techniques helps to deliver projects on-time and on-budget, outcomes critical to any consulting initiative. Consultants must also understand a client's enterprise processes within and across organizational boundaries. For the first, student learning is based on the industry-wide Project Management Body of Knowledge (PMBOK). For the second, students learn methodology to capture, analyze, and improve these business processes and support business transformation in the digital age.

**ITEC-652 Strategic Management of Global Information Systems (1.5)** The strategic role of global information systems and the management issues associated with planning, designing and leading global information systems organization. Managerial responsibilities and strategies are presented through readings, cases, structured discussions and research projects. *Prerequisite:* ITEC-616 (may be taken concurrently) or permission of instructor.

**ITEC-653 Managing the Global Information Systems Organization (1.5)** The organization, management and control of information systems operation, development, implementation, and personnel on a global scale. Managerial responsibilities and tactics are presented through readings and case studies. *Prerequisite:* ITEC-616 or permission of instructor.

**ITEC-654 Nations, Policy, and Information Technology (1.5)** This course covers the national, regional, and international issues of information technology (IT), including national policies to enable information technology, technology clusters, technology diffusion, and technology workforce. Students conduct a national IT assessment to understand the implications for the globally competing firm. Usually offered every spring.

**ITEC-656 Topics in Management of Global Information Technology (1.5)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include emerging technologies and new managed approaches. *Prerequisite:* ITEC-616 (may be taken concurrently) or permission of instructor.

**ITEC-658 International Electronic Commerce (1.5)** Electronic commerce is the conduct of intra-organizational transactions and messages through purely electronic means. This course presents a survey of consumer and business-to-business electronic commerce models, strategies, and technical solutions.

**ITEC-666 Information Security and Technology (1.5)** Organizations need to insure the integrity, confidentiality, and availability of their information infrastructures. This course covers practices and guidelines to achieve these goals, including understanding the sources of information security threats, identifying evidence of breeches; identification of vulnerabilities, security controls for information systems; information security auditing; enterprise-wide risks; disaster recovery measures, and management frameworks for more effective information security programs.

**Prerequisite:** admission to MBA program and ITEC-616 (may be taken concurrently).

**ITEC-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**ITEC-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**ITEC-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**ITEC-700 The Information Systems Organization and Information Technology Staffing (3)** This course covers information technology (IT) structures, principles, and leadership, with an emphasis on individual, team, and cultural behaviors and the management of change in IT domains. Emphasis is on business practices within IT environments, with the major focus of the course on change management and managing people and IT staffing as a critical element of IT management. Usually offered every fall. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-701 Architectures and Infrastructures for Delivering Information Technology Services (1.5)** An overview of the components, terminologies, and properties of globally-distributed information technology (IT) delivery systems including: computer hardware, systems and applications software, networks and telecommunications, global telecommunications infrastructures, alternative systems architectures, concepts of IT systems distribution and performance, security, and evolving technologies. Focuses on the bodies of knowledge that affect the configuration of systems and their performance and costs in a global environment. Usually offered every fall. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-702 Quantitative Methods for Information Technology Management (1.5)** Covers quantitative methods used by information technology (IT) managers to model and solve business decision problems and analyze competitive business strategies. Applications in forecasting, mathematical programming, decision modeling, game theory, project management, and simulation are presented. Commercial PC-based software packages are used to generate results. Usually offered every fall. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-703 Distributed Data Management (3)** The concepts, principles, issues, and techniques for managing corporate data resources. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, data distribution, database administration, data warehousing, data quality, security, and data mining. Usually offered every spring. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-704 Finance and Accounting for Information Technology Management (3)** Study of principles, concepts, and elements associated with financial statements and investments. Includes financial statement analysis, income measurement, valuation of assets and equities, and generally-accepted accounting principles; budgeting, information technology (IT) project financing, total cost of ownership, return on investment, and evaluation techniques for feasibility are emphasized. Usually offered every spring. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-705 Systems Analysis and Design (3)** This course examines and applies modern object-oriented techniques for modeling organizational data and processes using Unified Modeling Language (UML) and Computer Assisted Software Engineering (CASE), and

the transformation of analysis models into solutions for delivery of functionality including: systems development life cycles, analysis and modeling of business processes, requirements gathering, use-case, structural, and behavioral models, design strategies, test suite design and testing tools, system architecture issues, user interfaces, and implementation. Emphasis is on the use of tools to develop intranet or internet applications. Usually offered every summer. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-707 Information Technology Operations Management (1.5)** Examines the critical issues, strategies, and tactics for managing information technology (IT) operations. Specifically, identifies the key issues in IT operations, and discusses managing IT for competitive business advantage, creating business models, IT operations planning, outsourcing IT functions, building networked businesses and managing networked infrastructure, and reliability and security issues in providing IT services. Usually offered every summer. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-708 Information Technology Systems Engineering and Project Management (3)** Current methods for developing information technology (IT) systems and software with an emphasis on teamwork. The course covers the planning and development of IT projects including: tools for systems development, conceptualizing and initiating IT projects, project and development processes, the human side of project management, risk analysis and management, defining and managing project scope, quality management, systems modeling, design concepts, and system testing, deployment, and maintenance. Usually offered every fall. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-709 Business Development and Marketing for Information Technology Management (1.5)** Surveys consulting principles and information technology (IT) procurement and contracting with an emphasis on dealing with the client/user in an international business environment. Emphasis is on principles of project requests, proposals and business case development, client relationship building, delivering value, and managing win/win IT solutions. Usually offered every fall. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-710 Managing the Global Information Technology Organization (1.5)** Includes information systems (IS) alignment with corporate strategy, IS planning, IS performance measurement, global outsourcing management, application portfolio management, assessing emerging technologies, managing systems implementation, electronic business, etc. Case studies are used with special emphasis on performance measurement of components of managing an IT department including: selecting standards, staffing strategies, diversity, personnel management, integrating IT systems across global telecommunication systems, change management, and security. Usually offered every fall. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-711 Information Services Delivery Principles for Information Technology Managers (3)** This capstone course integrates the theoretical and practical knowledge and skills acquired in previous courses. Students are required to function as members of a team to develop quality information systems, as measured by the completeness and accuracy of the system requirements and specification documentation, the number of errors found during testing, the successful implementation of the system, and the consistency of the user

documentation with the system design. Usually offered every spring.  
*Prerequisite:* admission to MS in Information Technology Management.

**ITEC-712 Information Security Management (1.5)** Students gain the knowledge needed to guide their organizations in the protection of critical digital information. Includes policy, risk, privacy, incident response, and business continuity. Students develop a solid foundation in all ten Certificate Body of Knowledge (CBK) elements required for the Certified Information Security Systems Professional (CISSP) examination. Usually offered every summer. *Prerequisite:* admission to MS in Information Technology Management.

**ITEC-797 Master's Thesis Seminar (1-6)** *Prerequisite:* completion of 24 graduate credit hours and permission of department.

## Justice, Law and Society

### Undergraduate Courses

**JLS-103 Critical Issues in Justice (3)** Political, legal, economic, and social problems of justice emphasizing crime, deviance, and other conduct resulting in such socially disapproved labels as mentally ill, delinquent, and criminal. Moral and theoretical issues involved and mechanisms for remedying injustice and controlling socially disapproved behavior. Usually offered every term.

**JLS-104 Introduction to Systems of Justice (3)** An overview of the formal mechanisms of social control as manifested by the components of the criminal justice system (legislatures, planning agencies, law enforcement, courts, and corrections), civil justice systems, and such other mechanisms as civil commitment. Alternatives to formal processing including diversion, pretrial screening and dispute-settlement programs. Usually offered every term.

**JLS-110/JLS-110G Western Legal Tradition 2:1 (3)** From the biblical era to the American experiment, the Western legal tradition encompasses primitive, divine, natural, canon, secular, and common law. This course examines the key legal documents and issues of the tradition including the Code of Hammurabi, the Ten Commandments, the trials of Socrates and Jesus, the Magna Carta, the Rule of Law, and Common law. Usually offered every term.

**JLS-200/JLS-200G Deprivation of Liberty 4:2 (3)** Analysis of the values, costs, and logic of the manners in which classes of people (e.g., criminals, drug abusers, the mentally ill) are defined as dangerous; analysis of the specific means of limiting their ability to harm others, the public order, or themselves. Emphasis on imprisonment, institutionalization, probation, capital punishment, and enforced treatment. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**JLS-205 History and Philosophy of Criminology (3)** Development of theories of criminology and criminal justice over the course of history with special attention to the period from 1700 to the present. Review and evaluation of contemporary knowledge and theories of crime. Usually offered every term.

**JLS-206 Justice and Deviant Behavior (3)** Consideration of conformity and deviance in the light of broader issues of social justice (poverty, racism, sexism, alienation, etc.), of interactions between persons and groups that engage in and sanction deviance, of the role of ideology in the definition of deviance, and of the social policy consequences of deviance definition. Usually offered every fall.

**JLS-210 Policing in America: An Introductory Survey (3)** A survey of the history, development, environment, organization, and sociology of American law enforcement, with emphasis on state and local

police agencies. Police as an agency of social control; police as a service agency; police as a part of government and of the justice system. Usually offered every fall.

**JLS-211 Contemporary Issues in American Law Enforcement (3)** Policy formulation; operational procedures; patrol; performance measurement; women and minorities in policing; labor-management relations; corruption; political accountability; use of force; citizen complaints. Usually offered every spring.

**JLS-215/JLS-215G Violence and Institutions 4:2 (3)** The capacity for violence by agents of an institution acting in service of organizational goals. Through evaluation of case studies, students gain an understanding of the dynamics of institutional violence and its threat to human life. Includes hazardous workplaces, unethical experimentation, dangerous products, torture and terrorism, police and prison use of deadly force, and the death penalty. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**JLS-225/JLS-225G American Legal Culture 2:2 (3)** The law has become one of the most important regulators in American culture. How did this happen? This course explores the transformation of American legal culture from the colonial era to the present, considering such issues as the challenges of crime, the Cold War and civil rights, the rise of the surveillance state, and images of law in popular culture. Usually offered every term. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G

**JLS-230 Corrections in America (3)** Survey of current correctional thought and practices in the United States and their evolution. Overview of correctional treatment in different kinds of institutions and in the community. Usually offered every fall.

**JLS-235/JLS-235G Justice in America 4:2 (3)** The operations of formal systems of social control and justice in contemporary America; the conditions, values, and processes that have defined them; and the limits of their authority over the individual. Emphasis on the evolution of the criminal, civil, juvenile, and administrative justice systems. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**JLS-245/JLS-245G Cities and Crime 4:2 (3)** Have crime and the urban environment always been linked? Their relationship from biblical times to the present, including the criminal underworld in the eighteenth century, the emergence of juvenile delinquency following the industrial revolution, the literary imagination and mid-nineteenth century urban crime, and crime in developing countries. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**JLS-253 Juvenile Delinquency: Causes, Prevention and Treatment (3)** Development of the individual through childhood and adolescence as it relates to delinquency and crime; special characteristics of juvenile criminality, current principles, policies, and practices for its prevention and control. Factors producing delinquency. Juvenile detention, juvenile court, training schools, and treatment of the offender. Usually offered every spring.

**JLS-301 Drugs, Consciousness and Human Fulfillment (3)** Positive approaches to achieving alternative states of consciousness with and without drugs; the nonaddictive use of addicting drugs; a balanced assessment of the latest findings on the dangers and benefits of the most widely used nonopiate recreational drugs, such as marijuana, tobacco, caffeine, alcohol, quaaludes, and cocaine; choices for

individuals and society regarding the use and control of the substances. Usually offered every spring.

**JLS-303 Drugs, Alcohol, and Society (3)** Fundamental issues regarding alcohol and drug use and abuse; addiction, treatment and prevention; the history of alcohol, opiates, and other drugs in the United States and other countries, particularly Great Britain; the formulation of public policies and laws; impact and costs for society. Usually offered every fall.

**JLS-304 British Law and Justice System (3)** Offered as part of the AU Abroad London Semester, this course explores basic British law and the institutions that administer it. Students analyze the law and the justice system in their moral, social, economic, and political contexts. Usually offered every term.

**JLS-307 Justice, Law and the Constitution (3)** The historical development, theory, principles, and content of criminal and civil law and their interrelationships; exploration of due process, rule of law, and the role of the Constitution in protecting rights and limiting the actions of both civil and criminal justice agencies. Usually offered every term.

**JLS-308 Justice, Morality, and the Law (3)** Moral issues involved in administering justice in society, emphasizing the nature of human rights and the ideal of justice. Moral consequences of official control actions of lawmakers, justice system careerists, and others involved in the definition of crime and deprivation of liberty, stressing "moral offenses."

**JLS-309 Justice and Public Policy (3)** Examines current basic national, state, and local policy issues that affect the definition of crime and shape public agency responses toward crime. The objective of the course is to sharpen and improve the student's policy-oriented thinking about crime in a constitutional democracy and to develop a method to evaluate policy related to crime. Usually offered every term.

**JLS-310 The Legal Profession (3)** Analysis of the structure of the legal profession from U.S. and cross-cultural perspectives. Includes the structure and organization of the bar, the social hierarchy of the profession, ethical and moral issues faced by lawyers, the changing status of women and minorities in the profession, and access to legal services for the poor. Usually offered alternate falls.

**JLS-311 Introduction to Forensic Science (3)** Scientific analysis and identification of evidence and documents, special police techniques, interpretation of medical reports, and preparation of reports. Usually offered every fall.

**JLS-313 Organized Crime (3)** Organized crime in the United States; its effect on society and the need for integrated response by people, government, and business. Organized crime as a social subculture. Socioeconomic and political aspects of organized crime emphasizing internal controls and external relations with various political and economic sectors. Usually offered every term.

**JLS-315 White-Collar and Commercial Crime (3)** Economic and fiscal implications and enforcement problems. Fraudulent association, bankruptcy fraud, monopoly and coercive competitive practices, and illegal use of securities and credit cards. Problems of theoretical criminology presented by white-collar crime. Usually offered every spring.

**JLS-332 Corrections and the Constitution (3)** Examination of the evolving relationship between correctional agencies and the U.S. Constitution. Landmark court decisions are reviewed within

the framework of competing demands for fairness and crime control. Contemporary correctional issues and emerging innovations are presented and discussed in the context of cost, effectiveness, and constitutional guarantees and protections. Usually offered every fall.

**JLS-333 Law, Psychology, and Justice (3)** Examines psycholegal research related to evidentiary issues in the criminal and civil justice process. Areas covered include accuracy of childhood testimony, eyewitness identification, judicial use of social science research, impact of nonadversarial versus adversarial expert testimony. Usually offered every spring.

**JLS-342 Judicial Administration (3)** Major issues in criminal and civil justice systems, including detention, plea bargaining, pre-trial motions, collateral attack. Roles of prosecutor and defense counsel. Discovery and other instruments for narrowing issues and expediting litigation. Alternative methods of resolution, judicial management problems, fact-finding, and the jury system. Usually offered every fall.

**JLS-343 Issues in Civil Justice (3)** This course examines the institutional arrangements that constitute our system of civil justice. It describes the various decisions that are made to transform a grievance between citizens into a matter that comes before civil courts as well as those procedures followed by the courts to resolve a matter. Usually offered every spring.

**JLS-352 Psychiatry and the Law (3)** Basic psychiatric principles including contemporary views of causes, manifestations, patterns, and treatments of psychiatric and behavioral disorders; trends in the use of psychiatric resources to deal with deviant behavior within and without the criminal justice system. Includes incompetence as bar to trial, insanity as defense, civil commitment, drug addiction, alcoholism, psychiatry in processing and treating juvenile offenders, and rehabilitative efforts of the corrections system. Usually offered every fall.

**JLS-380 Introduction to Justice Research (3)** Social research methods as applied to justice research. The function and role of justice research and the nature and form of research designs, methods, and tools. Usually offered every term. *Prerequisite:* STAT-202 and junior standing.

**JLS-382 Determination of Fact (3)** An introduction to fact finding. Considers how necessary factual bases for administrative, managerial, legislative, and adjudicative decisions are established; discusses ethical strategies for using physical evidence, people, records, and files in proof; compares investigation, auditing, and scientific method; and uses examples from criminal, civil, juvenile, and military justice system design and operation problems. Usually offered every spring.

**JLS-390 Independent Reading Course in Justice (1-6)** *Prerequisite:* permission of instructor and department chair.

**JLS-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**JLS-401 Criminal Behavior: A Psychosocial Analysis (3)** Examines various clinical and theoretical explanations for different types of criminal behavior including an analysis of the violent offender, the psychopathic offender, and the white-collar offender. Readings and other case-study material of actual criminal offend-

ers are examined in order to develop an understanding of the causes and treatment. Usually offered every spring.

**JLS-402 Comparative Systems of Law and Justice (3)** A cross-cultural analysis of the role of law. Exploration of the administration of law and justice in various societies, from least developed to most developed. Special emphasis on comparative analysis of criminal justice systems, including policing, courts, and correctional systems. Usually offered every term.

**JLS-412 Law and the Corporate World (3)** An examination of the role of corporations in national and international economies and the legal constraints associated with this mode of business. Legal principles of corporate formation, financing, management and control. Analysis of the duty of care and the business judgement rule, along with the anti-fraud provisions of the federal securities laws. Usually offered every fall.

**JLS-420 Legal Reasoning (3)** Students absorb scholars' and judges' descriptions of analysis and decision in law; practice legal reasoning themselves through analysis of appellate decisions, statutes, and the U.S. Constitution; study procedural and organizational components of the American legal system, and choose an area in which to concentrate and synthesize their learning by developing reasoned arguments. Offered irregularly.

**JLS-431 The Prison Community (3)** Social organization in correctional institutions. Inquiry into the nature, organization, and aims of the penal system and its effect on groups it deals with. Interaction of groups within institutions. Usually offered every spring.

**JLS-454 Violence in America (3)** Emphasis on various ideologies and events that cause or reduce violence, such as social movements, depressions, war, and political repression. Offered irregularly.

**JLS-458 The Juvenile and the Law (3)** Special legal status of the juvenile. Protective services, incompetence to enter contracts, compulsory education, child labor laws, and *in loco parentis* actions by state and private institutions. Juvenile and family court movement, emphasizing noncriminal aspects of administering juvenile justice: guardianship, dependency, neglect, child support, paternity, and adoption. Usually offered every fall.

**JLS-464, JLS-465 Transforming Communities Seminar I (4), II (4)** The interdisciplinary Washington Semester in Transforming Communities seminars introduce students to community issues through lectures, guest speakers, and site visits to community-based and government organizations at the front lines of community transformation. Issues discussed include housing, business development, community safety, social policy, and education. Meets with GOVT-417/GOVT-418. Usually offered every term. *Prerequisite:* admission to the program.

**JLS-466 Transforming Communities Research Project (4)** Students in the Washington Semester in Transforming Communities complete an original research project on an issue related to policy or grassroots activism. Usually offered every term. *Prerequisite:* admission to the program.

**JLS-467 Transforming Communities Internship (4)** Washington Semester in Transforming Communities public or private sector internships in either policy making or project planning. Usually offered every term. *Prerequisite:* admission to the program.

**JLS-490 Independent Study Project in Justice (1-6)** *Prerequisite:* permission of instructor and department chair.

**JLS-491 Internship in a Justice Setting (1-6)** Provides students with actual experience in the administration of justice through assignment to enforcement, judicial, or correctional agencies under joint supervision of agency officials and university instructors. *Prerequisite:* permission of instructor and department chair.

**JLS-492 Washington Justice Seminar I: A National and Intergovernmental Perspective (4)** Classroom section of seminar. Each session covers a specific area in terms of theory and operational principles and explores the roles of all three branches of government in creating and operating justice systems in federations. Usually offered every fall and spring. *Prerequisite:* admission to program.

**JLS-493 Washington Justice Seminar II: A National and Intergovernmental Perspective (4)** Laboratory section of seminar. Field visits with discussions led by agency personnel regarding the intergovernmental roles of their agencies and their place in justice systems. Theory and operational principles covered in JLS-492. Usually offered every fall and spring. *Prerequisite:* admission to program.

#### Graduate and Advanced Undergraduate Courses

**JLS-501 The Concept of Justice (3)** Major philosophical contributions to the definition of justice. The relationship of the ideal of justice to concrete situations in which issues of justice (civil, criminal, or political) arise. Offered irregularly.

**JLS-504 Comparative Criminology and Criminal Justice (3)** A comparative study of criminology and criminal justice systems as developed in the United States and elsewhere. Usually offered alternate springs.

**JLS-513 Law and Economics (3)** Examination of the uses and limits of economic reasoning in addressing problems in criminal and civil law. Issues include the effects of assigning liability, the relationship between equity and efficiency, and how law creates incentives for certain types of behavior. Nuisance law, breach of contract, and product liability are also discussed. Usually offered alternate springs.

**JLS-517 Victimization (3)** Victims as an integral part of crime. Theories and research results on the victim role, criminal-victim relationships, concepts of responsibility, and society's reaction to victimization. Sexual assault, child abuse, and victimization of the elderly. Crisis-intervention centers, court-related victim/witness services, restitution, and compensation. Offered irregularly.

**JLS-520 Insider's View of Justice (3)** An in-depth study of the philosophy, organizational structure, and operation of the American justice system. The course employs direct observation through on-site visits and face-to-face discussions with justice practitioners in the Washington, D.C. metropolitan area. Usually offered every summer.

**JLS-525 Law and the Corporate World (3)** An examination of the role of corporations in national and international economies and the legal constraints associated with this mode of business. Legal principles of corporate formation, financing, management and control. Analysis of the duty of care and the business judgement rule, along with the anti-fraud provisions of the federal securities laws. Usually offered every fall.

**JLS-526 Domestic Violence (3)** A survey of domestic violence; spouse, sibling, and elder abuse; and sexual or other violence

among intimates in its broader context and from a multidisciplinary perspective. Policies, laws, court decisions, and short and long term intervention strategies are considered. Usually offered every spring.

**JLS-530 Concepts of Punishment (3)** The philosophical issues associated with criminal punishment, particularly the moral justification for punishment. The relationship between theories of punishment and theories of the state, theories of ethics, and broader philosophical issues such as free will versus determinism. Usually offered alternate springs.

**JLS-535 Gender and the Law (3)** Gender and criminal, civil, and regulatory law. Criminal issues include sexual assault, prostitution, and the criminalization of pornography and sexual trafficking in women, and gender relations in the criminal justice system. Civil issues include marital and divorce laws and laws regarding reproduction. Other issues include sexual harassment and discrimination in housing, credit, insurance, employment, and education. Usually offered every fall.

**JLS-541 Law and Authoritarian Societies (3)** The theory and practice of the police state in comparative perspective. Authoritarian and antidemocratic aspects of police and other criminal justice agencies. Other agencies of social control in both democratic and nondemocratic settings. Democratic controls and human rights. Offered alternate falls.

**JLS-550 Drugs, Crime, and Public Policy (3)** Review of the history of drug abuse in America; the relationship between drug abuse and crime, including marijuana, heroin, and alcohol; national strategies to deal with drug abuse; improvement of policies in the future. Usually offered every fall.

**JLS-551 Comparative Justice Studies Abroad (3-6)** Topics vary by section, may be repeated for credit with different topic. Usually offered every summer.

**JLS-590 Independent Reading Course in Justice (1-6) Prerequisite:** permission of instructor and department chair.

#### Graduate Courses

**JLS-601 Law and Society: Law and the Social Sciences (3)** Historical and contemporary literature in law and the social sciences. Critical assessment of major research endeavors conducted by lawyers and social scientists, including plea bargaining, conflict resolution, the jury system, the legal profession, law and the mass media, and the function of law and public opinion in different societies. Offered irregularly.

**JLS-602 Law and Society: Legal Theory (3)** Introduction to the philosophical analysis of law and its role in society. The course considers questions such as what is law, how is it different from brute force, is there a moral obligation to obey the law, and what are the limits of legal responsibility. Classical, contemporary, and critical approaches, ranging from natural law theory to critical and feminist theory. Usually offered every fall.

**JLS-608 The Constitution and Criminal Procedure (3)** Constitutional standards and operation of the criminal justice system. Police practices, bail, decision to prosecute, scope of prosecution, grand jury proceedings, preliminary hearings, right to counsel, right to speedy trial, plea bargaining, discovery and disclosure, jury trial, trial by newspaper, double jeopardy, and post-trial proceedings. Offered irregularly.

**JLS-609 Justice and Public Policy: Criminological Theory (3)** Examines criminological theory including early religious and spiritual notions of crime, and classical, rational choice, and deterrence theories. The development of positivism from both a biosocial and psychological perspective, the range of sociological theories and the empirical research related to these theories. Usually offered every fall.

**JLS-610 Justice and Public Policy: Controversial Issues (3)** The American justice systems and the theories underlying them. Focus is on the criminal justice process and issues related to each step and institution in it. Includes varieties of law and justice, issues dealing with the police, courts, and corrections. Usually offered every fall.

**JLS-615 Law and Human Rights (3)** Legal, moral, and historical examination of international human rights. Friction among the values of national sovereignty, individual rights, self-determination, and the toleration of minorities is considered, as well as legal and extra-legal methods for humanitarian intervention, from World Court indictments to military invasion. Usually offered every third semester.

**JLS-620 Crime, Conscience and Community (3)** Examination of forces that shape criminal behavior and informal community responses to crime: biology, family, peers, neighbors, schools, media. How criminal justice system components use other public and private institutions to accomplish their goals and how scholarly disciplines deal with these factors. Usually offered every fall.

**JLS-638 Race and Justice in America (3)** An examination of race and justice in America, with a focus on the historical and contemporary experiences of African Americans. Includes slavery, plantation prisons, legal and illegal executions, medical experimentation, segregation, poverty, ghettos, and contemporary prisons. Usually offered every fall.

**JLS-643 Advanced Seminar in Policing (3)** Topics vary by section, may be repeated for credit with different topic. An examination of major U.S. police and law enforcement systems and issues. The focus of the course may be either the role of police in society, police-community relations, and special problems in policing, or management and policy issues such as police organization, federalism, police effectiveness, police discretion and use of force, and police accountability. Offered irregularly.

**JLS-648 Law and Religion (3)** Examines the intersection of religion with American law, politics, and society. The course focuses on the role of religion in the constitutions, statutes, and policies of federal and state governments, including U.S. Supreme Court decisions defining church-state law. Also examines the experiences and contributions of minority religious sects and politico-religious movements in American life. Offered irregularly.

**JLS-663 Advanced Seminar in Courts (3)** Topics vary by section, may be repeated for credit with different topic. Seminar on topics such as: Jurisprudence: sources of law; mental health and the law; law, science, and the courts; philosophy of law; intergovernmental relations; alternatives (civil and criminal). Sentencing: policy options, societal trends, technological implications. Management: strategic planning, management and evaluation, trial court performance standards, personnel issues, case flow strategies. Conflict resolution: comparative negotiation; arbitration and

mediation systems; labor/management conflict resolution. Offered irregularly.

**JLS-680 Introduction to Justice Research I (3)** The logic of scientific inquiry and the nature and process of social research as applied to justice. Theory, concepts, practices, and the demonstration of their reliability and validity. Attention is also given to methods of sampling design and techniques of data collection. Usually offered every fall.

**JLS-681 Introduction to Justice Research II (3)** Methods of data analysis applicable to research in the justice field. Building on the concepts presented in JLS-680, the course examines the link between research design and empirical analysis, the role of probability in hypothesis testing, and the concept and techniques of descriptive and inferential statistics. Usually offered every spring. *Prerequisite:* JLS-680.

**JLS-686 Advanced Seminar in Corrections (3)** Topics vary by section, may be repeated for credit with different topic. Examination of the origin, nature, and operation of various correctional institutions and practices. The focus of the course varies by semester; topics include institutional corrections, community corrections, intermediate sanctions, legal aspects of corrections, the death penalty, and philosophical theories of punishment. Offered irregularly.

**JLS-687 Law, Deviance, and the Mental Health System (3)** Examines the interprofessional relationship between law and the mental health systems, including areas of conflict and close working relationships. Areas covered include standards for involuntary hospitalization, the role of the insanity defense, psychiatric liability, and the rights of the mentally ill, including the right to treatment and the right to require treatment. Offered irregularly.

**JLS-690 Independent Study Project in Justice (1-6)** *Prerequisite:* permission of instructor and department chair.

**JLS-691 Internship in a Justice Setting (1-6)** Provides students with experience in administering justice in operational or research settings through assignment to legislative, regulatory, planning, police, judicial, or correctional agencies under joint agency/school supervision that includes faculty evaluation of ongoing written reports. *Prerequisite:* permission of instructor and department chair.

**JLS-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**JLS-710 Seminar in Justice, Law and Society (3)** Topics vary by section, may be repeated for credit with different topic. Analysis and critique of major theoretical approaches to the study of justice and the law. The interactions among the justice system, law, and society are investigated, including the conceptual underpinnings of the discipline, as well as an in-depth treatment of the field's empirical research. Usually offered every spring. *Prerequisite:* admission to Ph.D. program or permission of the instructor.

**JLS-797 Master's Thesis Research (1-6)** *Prerequisite:* permission of department.

**JLS-799 Doctoral Dissertation Seminar (1-12)** *Prerequisite:* permission of department.

## Jewish Studies

Note: for additional Jewish Studies courses see also History (HIST-xxx), Literature (LIT-xxx), International Service (SIS-xxx), Philosophy (PHIL-xxx), and Religion (RELG-xxx)

### Undergraduate Courses

**JWST-205/JWST-205G Ancient and Medieval Jewish Civilization 2:2 (3)** Examines the independent Jewish states that flourished in Palestine, the rise of the most important Jewish communities outside the ancient Jewish homeland, and the foreign influences that shaped not only the political life of the Jews but also their internal organization and their creativity. Usually offered every fall. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G

**JWST-210/JWST-210G Voices of Modern Jewish Literature 2:2 (3)** Explores a variety of literary works analyzing the historical experience of modern Jewish communities in Europe, as well as the United States and Israel, emphasizing how migration, racism, industrialization, and political change affected these Jews and their Judaism. Usually offered every spring. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G

**JWST-320 Topics in Jewish Culture (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on historical and contemporary aspects of the Jewish heritage, such as Judaism and Hellenism; Judaism and Islam; art, dance, and drama as expressions of the Jewish spirit; and Jewish education, content, and method.

**JWST-390 Independent Reading Course in Jewish Studies (1-6)** *Prerequisite:* permission of instructor and director.

**JWST-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of director and Cooperative Education office.

**JWST-481 Senior Thesis in Jewish Studies I (3)** Jewish studies majors prepare a thesis on a topic selected after consultation with the student's advisor. Usually offered every fall.

**JWST-482 Senior Thesis in Jewish Studies II (3)** Completion of senior thesis on a topic selected after consultation with the student's advisor. Usually offered every spring. *Prerequisite:* JWST-481.

**JWST-490 Independent Study Project in Jewish Studies (1-6)** *Prerequisite:* permission of instructor and director.

**JWST-491 Internship in Jewish Studies (1-6)** Provides students an opportunity to enrich organizational skills and gain experience in community relations, religious, Israel-centered, or social welfare agencies. *Prerequisite:* permission of instructor and director.

### Graduate Courses

**JWST-590 Independent Reading Course in Jewish Studies (1-6)** *Prerequisite:* permission of instructor and director.

**JWST-690 Independent Study Project in Jewish Studies (1-6)** *Prerequisite:* permission of instructor and director.

## Language and Foreign Studies

**LFS-200/LFS-200G Russia and the United States 3:2 (3)** A comparative study of the two superpowers, Russia and the United States, through an interdisciplinary approach with emphasis on the major similarities and differences. The course draws primarily from international studies, political science, history, literature, and the arts. Usually offered every fall. Taught in English. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G

**LFS-210/LFS-210G Latin America: History, Art, Literature 3:2 (3)** Latin America's history through the words of the writer, the brush of the painter, the pen of the cartoonist, and the lens of the photographer. Analysis of how the Latin (Spanish, Portuguese and Islamic), African, and indigenous cultural heritages have combined to produce a unique culture. Usually offered every term. Separate sections taught in English and Spanish. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G; and, *prerequisite for Spanish section:* three years of college Spanish or permission of instructor.

**LFS-230/LFS-230G The Modernist Explosion: Culture and Ideology in Europe 2:2 (3)** Studies the development of the modernist movement in Europe in the first third of the twentieth century, with special emphasis on the German Weimar republic, 1918–1933. The course examines primary works of literature, visual art, music, and film (in English translation) in the context of political history. Usually offered every spring. Taught in English. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G

### COURSES BY LANGUAGE

Note: Students with three years of high school preparation in a language normally register for 200-level courses. Students with four years of high school preparation normally register for 300-level courses.

#### ARABIC

**ARAB-102 Arabic Elementary I (4)** Introduction to modern standard Arabic used in formal situations, meetings, instruction in schools and universities around the Arab world, and the media. The phonology and script of the language, important syntactic structures, morphology, understanding simple material including frequent structural patterns and vocabulary. Usually offered every fall.

**ARAB-103 Arabic Elementary II (4)** Continuation of ARAB-102. Usually offered every spring. *Prerequisite:* ARAB-102 or equivalent.

**ARAB-202 Arabic Intermediate I (4)** Further practice in conversation, acquisition of new grammatical structures and vocabulary. Includes cultural subjects related to customs, history, geography, and literature. Usually offered every fall. *Prerequisite:* ARAB-103 or equivalent.

**ARAB-203 Arabic Intermediate II (4)** Continuation of ARAB-202. Usually offered every spring. *Prerequisite:* ARAB-202 or equivalent.

**ARAB-302 Advanced Arabic I (3)** This course introduces elements in the more advanced grammatical structures of Modern Standard Arabic (MSA) using a functional approach, and helps students develop skills in literary genres necessary for understanding authentic readings and discourse. Promotes the active use of MSA by using literary and culturally authentic selections of texts. Emphasis is on the development of effective application of thematic contexts from readings, and developing accuracy in written and oral communication.

The course reviews and reinforces previously acquired grammatical structures, and expands vocabulary through extensive practice and analysis of MSA style from literary, political, social, and economic aspects of Arab culture and language. *Prerequisite:* ARAB-203 or equivalent.

**ARAB-303 Advanced Arabic II (3)** Continuation of ARAB-302. *Prerequisite:* ARAB-203 or equivalent.

#### CHINESE

**CHIN-112 Chinese, Elementary I (5)** Prepares students to function in everyday situations in the Chinese-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Usually offered every fall.

**CHIN-113 Chinese, Elementary II (5)** Continuation of CHIN-112. *Prerequisite:* CHIN-112 or equivalent. Usually offered every spring.

**CHIN-212 Chinese, Intermediate I (5)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Usually offered every fall. *Prerequisite:* CHIN-113 or equivalent.

**CHIN-213 Chinese, Intermediate II (5)** Continuation of CHIN-212. Usually offered every spring. *Prerequisite:* CHIN-212 or equivalent.

#### CZECH

**CZEC-162 Introduction to the Czech Language (1)** This two-week intensive course in Czech is an introduction to the language for the AU Abroad Semester in Prague, and coincides with the students' immersion in Czech and acculturation. Offered only in Prague. Usually offered every fall and spring.

**CZEC-164 Elementary Czech Language I (3)** Continuation of CZEC-162. Students expand their basic knowledge of Czech and explore conjugations, declensions, verb tenses, the use of pronouns, adverbs, and elementary translation. Offered only in Prague. Usually offered every fall and spring. *Prerequisite:* CZEC-162 or equivalent.

#### FARSI

**FARS-102 Farsi Elementary I (4)** Designed for students with no prior experience with Farsi, this course focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension.

**FARS-103 Farsi Elementary II (4)** Continuation of FARS-102. *Prerequisite:* FARS-102 or equivalent.

#### FRENCH: Undergraduate Courses

**FREN-122 French, Elementary I (4)** Prepares students to function in everyday situations in the French-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with French. Usually offered every fall and summer.

**FREN-123 French, Elementary II (4)** Continuation of FREN-122. Usually offered every spring and summer. *Prerequisite:* FREN-122 or equivalent.

**FREN-222 French, Intermediate I (4)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and

grammatical structures and further development of communicative skills. Content focuses on cultural patterns in the French-speaking world. Usually offered every fall. *Prerequisite:* FREN-123 or equivalent.

**FREN-223 French, Intermediate II (4)** Continuation of FREN-222. Usually offered every spring. *Prerequisite:* FREN-222 or equivalent.

**FREN-224 Living in French (1)** Part of the AU Abroad program in Brussels, the course focuses on various aspects of life in Belgium and the experiences students encounter during the program. The primary objective is to improve oral communication and aural comprehension skills. Includes social, political, and economic aspects of the Belgian culture. Usually offered every fall and spring.

**FREN-322 Advanced French I (3)** Promotes the advanced active use of French in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Designed for students who have completed the intermediate level. Usually offered every fall. *Prerequisite:* FREN-223 or equivalent.

**FREN-323 Advanced French II (3)** Continuation of FREN-322. Usually offered every spring. *Prerequisite:* FREN-322 or equivalent.

**FREN-324 Civilisation Française I (3)** France from the Middle Ages to the French Revolution—a survey of political, social, and economic developments, emphasizing the differences between the *culture des élites* and *culture du peuple*, as seen through primary sources. Meets with FREN-624. Usually offered alternate falls. *Prerequisite:* FREN-323.

**FREN-325 Civilisation Française II (3)** France in the nineteenth and twentieth centuries. Study of the *nouveau régime*, the effects of the French revolutions on the social classes and their mental structures. Emphasis on the difference between the *culture des élites* and *culture du peuple*. Meets with FREN-625. Usually offered alternate springs. *Prerequisite:* FREN-323.

**FREN-326 French Topics (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics taught in French include political life, the role of women, French politics, France today, French cinema, advanced French translation, etc. Usually offered every term. Meets with FREN-626. *Prerequisite:* FREN-323 or equivalent.

**FREN-327 Le Français Commercial (3)** Advanced language course focusing on business expressions and terminology intended to prepare students for the *Certificat Pratique* examination offered by the Paris Chamber of Commerce. Emphasis on written and oral skills. Students learn to comprehend texts related to advertising, agriculture, banking, insurance, etc. and to write business letters and reports in French. Meets with FREN-627. Usually offered alternate falls. *Prerequisite:* FREN-323.

**FREN-328 French Translation: Concepts and Practice (3)** An introduction to the methods, techniques, and problems involved in translating from French into English. Emphasis is on the practice of translating general material with some consideration of the translation of specialized material. Introduction to the field of translation as a profession. Usually offered every fall. Meets with FREN-628. *Prerequisite:* FREN-323 or permission of instructor.

**FREN-329 French Translation Workshop (3)** This course is offered in tandem with FREN-328. Less emphasis is placed on theory and more time is given to systematic translation practice. Texts

are selected from a wide variety of sources that offer examples of journalistic and literary language, as well as the more specialized terminology of commerce, technology, and law. Meets with FREN-629. Usually offered every spring. *Prerequisite:* FREN-323 or permission of instructor.

**FREN-365 Les Registres du Français (3)** An introduction to the cultural levels of the French language—colloquial, standard, formal, and familiar—and to the differences between spoken and written French. Also includes study of literary prose, versification, dialects, and aspects of selected technical vocabularies. Designed for students who wish to understand the intricacies of the French language. Meets with FREN-665. Usually offered alternate falls. *Prerequisite:* FREN-326 and sophomore standing.

**FREN-430 Style et Syntaxe du Français (3)** This course is designed to teach students to analyze literary texts and comment on them with clarity and insight. It also attunes students to the nuances of the written language and teaches them the intricacies of composition writing. Meets with FREN-630. Usually offered alternate falls. *Prerequisite:* FREN-323.

**FREN-431 Le Classicisme Français (3)** Study of major literary works of seventeenth century France in light of the socio-cultural system that they reflect. Focus on formal and sociocontextual methods of reading. All works are studied primarily as texts and the art of their construction and expression is closely examined. Lectures provide introductory and supplemental information. Meets with FREN-631. Usually offered alternate springs. *Prerequisite:* FREN-323.

**FREN-432 Le Siècle des Lumières (3)** Attitudes and ideas of the age of enlightenment as reflected in Montesquieu, Diderot, the Encyclopédistes, Voltaire, and Rousseau. Meets with FREN-632. Usually offered alternate falls. *Prerequisite:* FREN-323.

**FREN-433 Le Romantisme (3)** Development of the romantic movement in early nineteenth century French literature. Analysis of sentiments of romantics. Meets with FREN-633. Usually offered alternate falls. *Prerequisite:* FREN-323.

**FREN-434 Le Réalisme (3)** Nineteenth century French literature from the decline of romanticism to the turn of the century. Periods of expression known as realism, naturalism, and symbolism. Meets with FREN-634. Usually offered alternate falls. *Prerequisite:* FREN-323.

**FREN-435 Littérature Contemporaine (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics with emphasis on genre, movement, or major writers. Meets with FREN-635. Usually offered every year. *Prerequisite:* FREN-323.

**FREN-436 Les Grands Auteurs Français I (3)** Study of major French literary works from the middle ages through the eighteenth century. All works are studied as texts and the art of their construction and expression is closely examined. Attention is paid to the conflict between individual and social forces, the metamorphosis of form and content, and the evolution of language. Meets with FREN-636. *Prerequisite:* FREN-323.

**FREN-437 Les Grands Auteurs Français II (3)** Study of major French writers of the nineteenth and twentieth centuries. Readings are drawn from representative works of the various authors to show the emergence, development, and transformations of literary form. Special emphasis is placed on literary analysis and critical writing. Usually offered alternate falls. Meets with FREN-637. *Prerequisite:* FREN-323.

**FREN-438 *Le Moyen Age*** (3) The world of French literature and civilization from 1100 to 1500 and the evolution of the French language from vulgar Latin to *Moyen Français*. A survey of French literature from *La Chanson de Roland* to Villon's poetry, including the historical, social, religious, and political backgrounds. Usually offered alternate falls. Meets with FREN-638. Prerequisite: FREN-323.

**LFS-491 Internship: French (1-6)** Prerequisite: permission of instructor and department chair.

#### FRENCH: Graduate Courses

**FREN-020 French Reading for Research (0)** For graduate students who have studied French but require a refresher course stressing grammar review, vocabulary building, and translation. Successful completion of the course with a grade of B or better may satisfy the graduate tool of research requirement; students should consult with their academic advisor. Usually offered every term. Prerequisite: two years of high school or one year of college French. Note: This non-credit course is open only to American University graduate students.

**FREN-624 *Civilisation Française I*** (3) France from the Middle Ages to the French Revolution—a survey of political, social, and economic developments, emphasizing the differences between the *culture des élites* and *culture du peuple*, as seen through primary sources. Meets with FREN-324. Usually offered alternate falls.

**FREN-625 *Civilisation Française II*** (3) France in the nineteenth and twentieth centuries. Study of the *nouveau régime*, the effects of the French revolutions on the social classes and their mental structures. Emphasis on the difference between the *culture des élites* and *culture du peuple*. Meets with FREN-325. Usually offered alternate springs.

**FREN-626 French Topics (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics taught in French include political life, the role of women, French politics, France today, French cinema, advanced French translation, etc. Meets with FREN-326.

**FREN-627 *Le Français Commercial*** (3) Advanced language course focusing on business expressions and terminology intended to prepare students for the *Certificat Pratique* examination offered by the Paris Chamber of Commerce. Emphasis on written and oral skills. Students learn to comprehend texts related to advertising, agriculture, banking, insurance, etc. and to write business letters and reports in French. Meets with FREN-327. Usually offered alternate falls.

**FREN-628 French Translation: Concepts and Practice (3)** An introduction to the methods, techniques, and problems involved in translating from French into English. Emphasis is on the practice of translating general material with some consideration of the translation of specialized material. Introduction to the field of translation as a profession. Meets with FREN-328. Usually offered every fall.

**FREN-629 French Translation Workshop (3)** This course is offered in tandem with FREN-628. Less emphasis is placed on theory and more time is given to systematic translation practice. Texts are selected from a wide variety of sources that offer examples of journalistic and literary language, as well as the more specialized terminology of commerce, technology, and law. Meets with FREN-329. Usually offered every spring.

**FREN-630 *Style et Syntaxe du Français*** (3) This course is designed to teach students to analyze literary texts and comment on them with clarity and insight. It also attunes students to the nuances of the written language and teaches them the intricacies of composition writing. Meets with FREN-430. Usually offered alternate falls.

**FREN-631 *Le Classicisme Français*** (3) Study of major literary works of seventeenth century France in light of the socio-cultural system that they reflect. Focus on formal and sociocontextual methods of reading. All works are studied primarily as texts and the art of their construction and expression is closely examined. Lectures provide introductory and supplemental information. Meets with FREN-431. Usually offered alternate springs.

**FREN-632 *Le Siècle des Lumières*** (3) Attitudes and ideas of the age of enlightenment as reflected in Montesquieu, Diderot, the Encyclopedists, Voltaire, and Rousseau. Meets with FREN-432. Usually offered alternate falls.

**FREN-633 *Le Romantisme*** (3) Development of the romantic movement in early nineteenth century French literature. Analysis of sentiments of romanticists. Meets with FREN-433. Usually offered alternate falls.

**FREN-634 *Le Réalisme*** (3) Nineteenth century French literature from the decline of romanticism to the turn of the century. Periods of expression known as realism, naturalism, and symbolism. Meets with FREN-434. Usually offered alternate falls.

**FREN-635 *Littérature Contemporaine*** (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics with emphasis on genre, movement, or major writers. Meets with FREN-435. Usually offered every year.

**FREN-636 *Les Grands Auteurs Français I*** (3) Study of major French literary works from the middle ages through the eighteenth century. All works are studied as texts and the art of their construction and expression is closely examined. Attention is paid to the conflict between individual and social forces, the metamorphosis of form and content, and the evolution of language. Meets with FREN-436.

**FREN-637 *Les Grands Auteurs Français II*** (3) Study of major French writers of the nineteenth and twentieth centuries. Readings are drawn from representative works of the various authors to show the emergence, development, and transformations of literary form. Special emphasis is placed on literary analysis and critical writing. Usually offered alternate falls. Meets with FREN-437.

**FREN-638 *Le Moyen Age*** (3) The world of French literature and civilization from 1100 to 1500 and the evolution of the French language from vulgar Latin to *Moyen Français*. A survey of French literature from *La Chanson de Roland* to Villon's poetry, including the historical, social, religious, and political backgrounds. Usually offered alternate falls. Meets with FREN-438.

**FREN-665 *Les Registres du Français*** (3) An introduction to the cultural levels of the French language—colloquial, standard, formal, and familiar—and to the differences between spoken and written French. Also includes study of literary prose, versification, dialects, and aspects of selected technical vocabularies. Designed for students who wish to understand the intricacies of the French language. Meets with FREN-365. Usually offered alternate falls.

**LFS-691 Internship: French (1-3)** Prerequisite: permission of instructor and department chair.

**FREN-702 Seminar in French Studies (3)** Topics vary by section, may be repeated for credit with different topic. Reports and critical discussion of research papers on French literature. Usually offered every term.

**GERMAN: Undergraduate Courses**

**GERM-132 German, Elementary I (4)** Prepares students to function in everyday situations in the German-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. One class per week emphasizes oral communication. Designed for students with no prior experience with German. Usually offered every fall.

**GERM-133 German, Elementary II (4)** Continuation of GERM-132. Usually offered every spring. *Prerequisite:* GERM-132 or equivalent.

**GERM-136 Intensive German Language Level I (6)** Part of the AU Abroad Berlin Semester, this course provides emphasis on vocabulary acquisition, basic grammatical structure, development of correct pronunciation, intensive exercise of oral skills in situations, and reading basic texts. Usually offered every fall.

**GERM-232 German, Intermediate I (4)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Content focuses on cultural patterns in the German-speaking world. One class per week emphasizes oral communication skills. Usually offered every fall. *Prerequisite:* GERM-133 or equivalent.

**GERM-233 German, Intermediate II (4)** Continuation of GERM-232. Usually offered every spring. *Prerequisite:* GERM-232 or equivalent.

**GERM-236 Intensive German Language Level II (4)** Part of the AU Abroad Berlin Semester, this course provides refinement of basic skills, learning of more complex grammatical structure and syntax, expansion of vocabulary, and intensive practice of conversation and writing in a cultural context. Usually offered every fall. *Prerequisite:* GERM-133, GERM-136, or equivalent.

**GERM-332 German Conversation and Composition I (3)** Promotes the advanced active use of German in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Written and oral exercises focus on a broad range of communicative genres. Usually offered every fall. *Prerequisite:* GERM-233 or equivalent.

**GERM-333 German Conversation and Composition II (3)** Continuation of GERM-332. Usually offered every spring. *Prerequisite:* GERM-332 equivalent.

**GERM-335 Intensive German Language Level III (6)** Part of the AU Abroad Berlin Semester, this course promotes the advanced active use of German in culturally authentic contexts. Emphasis is placed on the development of fluency and accuracy in oral and written communication. Exercises focus on a variety of genres and provide insights into the German-speaking world. Usually offered every fall. *Prerequisite:* GERM-233, GERM-236 or equivalent.

**GERM-336 German Topics (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics taught in German include customs and manners, lands and regions, east and west, survey of arts, etc. Offered irregularly. *Prerequisite:* GERM-233 or permission of instructor.

**GERM-338 Introduction to German Translation (3)** An introduction to the methods, techniques, and problems involved in translating from German into English. Emphasis on translating general material, with some consideration of the translation of specialized material. Introduction to the field of translation as a profes-

sion. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

**GERM-339 Business German (3)** Advanced language course designed to provide an introduction to the language and concepts of business and economics in German-speaking countries. The course combines acquisition of language skills with study of the geographical and sociopolitical context of the German-speaking world. Usually offered every spring. *Prerequisite:* GERM-233 or equivalent.

**GERM-432 Studies in German Film (3)** Introduction to the history, theory, and critical analysis of the German cinema arts. Weekly film screenings provide a framework for the study and criticism of German film, from its beginnings through the New German Cinema. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

**GERM-433 German Lyric Poetry (3)** Survey of German lyric poetry, as well as selected examples of longer poetic works, as expressions of the German cultural identity throughout history. The focus of the course is interdisciplinary, encompassing poetry's relationship to music, visual art, historiography, religion, and politics. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

**GERM-436 Intensive Advanced German (6)** Part of the AU Abroad Berlin Semester, this course provides practice of speaking and writing on an advanced level. Emphasis on familiarity with various communicative genres with the goal of advanced proficiency in a variety of styles. Regular classroom discussions and writing exercises, as well as practice in language use in an authentic setting. Usually offered every fall. *Prerequisite:* GERM-236 or GERM-332 or equivalent.

**GERM-438 German Civilization I (3)** A survey of the cultural development of German-speaking Europe from its beginnings to the end of the Middle Ages. Historical developments, literature, art, and music are studied as the basis for discussion of German cultural history. Taught in German. Usually offered alternate falls. *Prerequisite:* GERM-333 or permission of instructor.

**GERM-439 German Civilization II (3)** Continuation of GERM-438, covering German history from the sixteenth to the twenty-first century. Taught in German. Usually offered alternate springs. *Prerequisite:* GERM-333 or permission of instructor.

**LFS-491 Internship: German (1-6)** *Prerequisite:* three years of college German or equivalent, and permission of instructor and department chair.

**HEBREW**

**HEBR-116 Hebrew, Elementary Modern I (3)** Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Hebrew. Usually offered every fall.

**HEBR-117 Hebrew, Elementary Modern II (3)** Continuation of HEBR-116. Usually offered every spring. *Prerequisite:* HEBR-116 or equivalent.

**HEBR-216 Hebrew, Intermediate Modern I (3)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and development of communicative skills. Usually offered every fall. *Prerequisite:* HEBR-117 or equivalent.

**HEBR-217 Hebrew, Intermediate Modern II (3)** Continuation of HEBR-216. Usually offered every spring. *Prerequisite:* HEBR-216 or equivalent.

## HINDI

**HIND-110 Hindi, Elementary I (3)** Usually offered alternate falls.

**HIND-111 Hindi, Elementary II (3)** Continuation of HIND-110. Usually offered alternate springs. *Prerequisite:* HIND-110 or equivalent.

## ITALIAN

**ITAL-118 Italian, Elementary I (3)** Prepares students to function in everyday situations. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Italian. Usually offered every fall and summer.

**ITAL-119 Italian, Elementary II (3)** Continuation of ITAL-118. Usually offered every spring and summer. *Prerequisite:* ITAL-118 or equivalent.

**ITAL-218 Italian, Intermediate I (3)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and development of communicative skills. Content focuses on cultural patterns in the Italian-speaking world. Usually offered every fall. *Prerequisite:* ITAL-119 or equivalent.

**ITAL-219 Italian, Intermediate II (3)** Continuation of ITAL-218. Usually offered every spring. *Prerequisite:* ITAL-218 or equivalent.

**ITAL-318 Italian Conversation and Composition I (3)** Promotes the advanced active use of Italian in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Designed for students who have completed the intermediate level. Usually offered every fall. *Prerequisite:* ITAL-219 or equivalent.

**ITAL-319 Italian Conversation and Composition II (3)** Continuation of ITAL-318. Usually offered every spring. *Prerequisite:* ITAL-318 or equivalent.

## JAPANESE

**JAPN-114 Japanese, Elementary I (5)** Prepares students to function in everyday situations in the Japanese-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Usually offered every fall.

**JAPN-115 Japanese, Elementary II (5)** Continuation of JAPN-114. Usually offered every spring. *Prerequisite:* JAPN-114 or equivalent.

**JAPN-214 Japanese, Intermediate I (5)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Usually offered every fall. *Prerequisite:* JAPN-115 or equivalent.

**JAPN-215 Japanese, Intermediate II (5)** A continuation of JAPN-214. Usually offered every spring. *Prerequisite:* JAPN-214 or equivalent.

**JAPN-314 Advanced Japanese I (3)** Promotes the advanced active use of Japanese in culturally authentic contexts. Emphasis on

the development of fluency and accuracy in oral and written communication. Includes social, economic, and political aspects of Japanese culture. Usually offered every fall. *Prerequisite:* JAPN-215 or equivalent.

**JAPN-315 Advanced Japanese II (3)** Continuation of JAPN-314. Usually offered every spring. *Prerequisite:* JAPN-314 or equivalent.

## KOREAN

**KOR-102 Korean Elementary I (5)** Designed for students with no prior experience with Korean, this course focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension.

**KOR-103 Korean Elementary II (5)** Continuation of KOR-102. *Prerequisite:* KOR-102 or equivalent.

## RUSSIAN: Undergraduate Courses

**RUSS-144 Russian, Elementary I (5)** Prepares students to function in everyday situations in the Russian-speaking world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Russian. Usually offered every fall.

**RUSS-145 Russian, Elementary II (5)** Continuation of RUSS-144. Usually offered every spring. *Prerequisite:* RUSS-144 or equivalent.

**RUSS-244 Russian, Intermediate I (5)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and development of communicative skills. Content focuses on cultural patterns in the Russian-speaking world. Usually offered every fall. *Prerequisite:* RUSS-145 or equivalent.

**RUSS-245 Russian, Intermediate II (5)** Continuation of RUSS-244. Usually offered every spring. *Prerequisite:* RUSS-244 or equivalent.

**RUSS-342 Russian Conversation and Composition I (3)** Promotes the advanced active use of Russian in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Review of grammatical structures and vocabulary expansion through extensive reading. Problems of style and creative use of language. Usually offered every fall. *Prerequisite:* RUSS-245 or equivalent.

**RUSS-343 Russian Conversation and Composition II (3)** Continuation of RUSS-342. Usually offered every spring. *Prerequisite:* RUSS-342 or equivalent.

**RUSS-441 Russian Media and Political Translation (3)** May be repeated for credit. Reading and translating selected sociopolitical texts and current periodical publications. Vocabulary expansion through study of word formation. Study of idioms, terms, and syntactic patterns. Meets with RUSS-641. Usually offered every fall. *Prerequisite:* three years of college Russian or equivalent or permission of instructor.

**RUSS-443 Russian Business Translation (3)** May be repeated for credit. Development of business translation skills and an understanding of the socio-economic and political aspects of the business world. Study of language, terminology, stylistic constructions and related cross-cultural issues. Translation from Russian to Eng-

lish. Emphasis on translation methods, techniques and problems. Course covers areas such as finance, marketing, banking, taxation, trade and economics. Meets with RUSS-643. Usually offered alternate falls. *Prerequisite:* three years college Russian or permission of instructor.

**LFS-491 Internship: Russian (1-6)** *Prerequisite:* permission of instructor and department chair.

#### **RUSSIAN: Graduate and Advanced Undergraduate Courses**

**RUSS-543 Russian Classics (3)** Topics vary by section, may be repeated for credit with different topic; emphasis on life and works of major writers. Usually offered every term.

**RUSS-546 Russian Advanced Grammar and Composition I**

(3) A systematic grammar review course for those who have had at least three years of Russian. There is a written assignment for every class, either a translation or an essay. Weekly quizzes test knowledge of grammatical constructions, vocabulary, and idioms. Usually offered every fall. *Prerequisite:* three years of college Russian.

**RUSS-547 Russian Advanced Grammar and Composition II**

(3) A continuation of RUSS-546. Usually offered every spring. *Prerequisite:* RUSS-546 or permission of instructor.

**RUSS-548 Russian Topics (3)** Topics vary by section, may be repeated for credit with different topic. Courses taught in Russian on such topics as: contemporary Russian society, Russia through film, the politics of culture in Russia, and others. Usually offered every spring.

#### **RUSSIAN: Graduate Courses**

**RUSS-641 Advanced Russian Media and Political Translation**

(3) May be repeated for credit. Development and perfection of translation skills. Emphasis on contemporary political culture. Translation of materials from current Russian press, vocabulary building, review of grammar and stylistics, demonstrations, classroom exercises, weekly home assignments, and weekly quiz. Individual translation project. Meets with RUSS-441. Usually offered every fall.

**RUSS-643 Russian Business Translation (3)** May be repeated for credit. Development of business translation skills and an understanding of the socio-economic and political aspects of the business world. Study of language, terminology, stylistic constructions and related cross-cultural issues. Translation from Russian to English. Emphasis on translation methods, techniques and problems. Course covers areas such as finance, marketing, banking, taxation, trade and economics. Meets with RUSS-443. Usually offered alternate falls. *Prerequisite:* three years college Russian or permission of instructor.

**LFS-691 Internship: Russian (1-3)** *Prerequisite:* permission of instructor and department chair.

**RUSS-704 Seminar in Russian Studies (3)** Topics vary by section, may be repeated for credit with different topic. Reports and critical discussion of research papers on Russian studies. Usually offered alternate falls.

#### **SPANISH: Undergraduate Courses**

**SPAN-136 Intensive Spanish I (4)** Offered as part of the Madrid to the Mediterranean AU Abroad program. The elements of Spanish grammar, vocabulary, and pronunciation. Usually offered every fall.

**SPAN-152 Spanish, Elementary I (4)** Prepares students to function in everyday situations in the Hispanic world. Focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension. Designed for students with no prior experience with Spanish. Usually offered every fall and summer.

**SPAN-153 Spanish, Elementary II (4)** Continuation of SPAN-152. Usually offered every spring and summer. *Prerequisite:* SPAN-152 or equivalent.

**SPAN-236 Intensive Spanish II (4)** Offered as part of the Madrid and the Mediterranean AU Abroad program. Students gain proficiency at an intermediate level through literary and cultural exercises. Usually offered every fall.

**SPAN-252 Spanish, Intermediate I (4)** Refinement of basic language skills in a cultural context. Expansion of vocabulary and grammatical structures and further development of communicative skills. Content focuses on cultural patterns in the Hispanic world. Usually offered every fall. *Prerequisite:* SPAN-153 or equivalent.

**SPAN-253 Spanish, Intermediate II (4)** Continuation of SPAN-252. Usually offered every spring. *Prerequisite:* SPAN-252 or equivalent.

**SPAN-336 Intensive Spanish III (4)** Offered as part of the Madrid and the Mediterranean AU Abroad program. Students acquire fluency in comprehension, speaking, reading, and writing. The course focuses on expository writing through analysis of a variety of texts with emphasis on the study and practical application of written discourse. Grammar, vocabulary, and punctuation are also addressed. Usually offered every fall.

**SPAN-352 Spanish Conversation and Composition I (3)** Promotes the advanced active use of Spanish in culturally authentic contexts. Emphasis on the development of fluency and accuracy in oral and written communication. Usually offered every fall. *Prerequisite:* SPAN-253 or equivalent.

**SPAN-353 Spanish Conversation and Composition II (3)** Continuation of SPAN-352. Usually offered every spring. *Prerequisite:* SPAN-352 or equivalent.

**SPAN-356 Spanish Topics (3)** Topics vary by section, may be repeated for credit with different topic. Courses taught in Spanish on such topics as: the social scene in Latin America, regionalism in Latin America, survey of Latin American arts, Mexican culture, the River Plate and Chile, race in Spanish-American literature, Latin American film, religion and violence, Hispanics in the United States, and the Latin American short story. Usually offered every term. Meets with SPAN-656. *Prerequisite:* SPAN-353 or permission of instructor.

**SPAN-357 Introduction to Latin American Literature (3)** A systematic survey of the historical development of Latin American literature. Reading of selected texts in the original, and their relationship to cultural, historical, political, and social developments. This course is a transition course between SPAN-353 and higher level courses. Usually offered every term. *Prerequisite:* SPAN-353.

**SPAN-358 Introduction to Spanish Translation (3)** An introduction to the methods, techniques, and problems involved in translating Spanish into English. Emphasis is on translating general material, with some consideration of the translation of special-

ized material. Meets with SPAN-658. Usually offered every fall. *Prerequisite:* SPAN-353 or permission of instructor.

**SPAN-359 Advanced Spanish Translation (3)** Practice and critique of translations of a range of material (general, literary, business, diplomatic, social science, and technical). Primarily from Spanish to English, with some translation from English to Spanish. Review of translation theory, methods, techniques, and problems. Meets with SPAN-659. Usually offered every spring. *Prerequisite:* SPAN-358 or equivalent.

**SPAN-361 Introduction to Spanish Linguistics (3)** Introduction to basic concepts of linguistics and their application to the Spanish language: phonology, morphology, syntax, etymology. Brief survey of the historical development of the Spanish language. Dialects of Spanish and other languages spoken in the Hispanic world. Introduction to a contrastive analysis of English and Spanish. Meets with SPAN-661. Usually offered every fall. *Prerequisite:* SPAN-353.

**SPAN-389 Advanced Spanish Grammar and Composition (3)** Offered as part of the Madrid and the Mediterranean AU Abroad program. In this course students develop and improve written language skills as well as examine advanced grammar rules used to attain linguistic fluency. The course emphasizes written abilities and analyzes the different elements of creative writing, personal and work letters, legal documents, books, and movie reviews. Usually offered every fall.

**SPAN-450 Spanish Civilization I: Spain (3)** A study of the geography, history, arts, and literature of Spain from the beginning to the present. Meets with SPAN-650. Usually offered every fall. *Prerequisite:* SPAN-353 or equivalent.

**SPAN-451 Spanish Civilization II: Latin America (3)** A study of the geography and complex process of the culture and history of the Latin American countries from the origin of the indigenous civilization to the present. Usually offered every spring. *Prerequisite:* SPAN-353 or equivalent.

**SPAN-491 Internship: Spanish: *Proyecto Amistad* (1-6)** An internship program offering a wide variety of experiences in the Spanish-speaking community of Washington, D.C. Placements are available in bilingual schools, legal and consumer agencies, and national and international organizations. *Prerequisite:* SPAN-253 or equivalent.

#### SPANISH: Graduate and Advanced Undergraduate Courses

**SPAN-554 Classics of Latin American Literature (3)** Topics vary by section, may be repeated for credit with different topic. Topics on a period of Spanish-American literature and culture from the colonial era to the present. Usually offered every term.

**SPAN-559 Colloquium on Latin America (3)** Topics vary by section, may be repeated for credit with different topic. Lectures, reports, and critical discussions on peoples and governments of Latin America. Cultural trends, political and economic problems, and international relations. Taught in Spanish. Usually offered every term.

#### SPANISH: Graduate Courses

**SPAN-050 Spanish Reading for Research (0)** For students who have studied Spanish but require a refresher course stressing grammar review, vocabulary building, and translation. Successful completion of the course with a grade of B or better may satisfy the graduate tool of research requirement; students should consult with

their academic advisor. Usually offered every fall. *Prerequisite:* two years of high school or one year of college Spanish. Note: This non-credit course is open only to American University graduate students.

**SPAN-650 Spanish Civilization I: Spain (3)** A study of the geography, history, arts, and literature of Spain from the beginning to the present. Meets with SPAN-450. Usually offered every fall. *Prerequisite:* three years of college Spanish or equivalent.

**SPAN-656 Spanish Topics (3)** Topics vary by section, may be repeated for credit with different topic. Courses taught in Spanish on such topics as the social scene in Latin America, regionalism in Latin America, survey of Latin American arts, Mexican culture, the River Plate and Chile, race in Spanish-American literature, Latin American film, religion and violence, Hispanics in the United States, and the Latin American short story. Meets with SPAN-356. Usually offered every term. *Prerequisite:* two years of college Spanish or equivalent.

**SPAN-658 Introduction to Spanish Translation (3)** An introduction to the methods, techniques, and problems involved in translating from Spanish to English. Emphasis is on translating general material, with some consideration of the translation of specialized material. Meets with SPAN-358. Usually offered every fall.

**SPAN-659 Advanced Spanish Translation (3)** Practice and critique of translations of a range of material (general, literary, business, diplomatic, social science, and technical). Primarily from Spanish to English, with some translation from English to Spanish. Review of translation theory, methods, techniques, and problems. Meets with SPAN-359. Usually offered every spring. *Prerequisite:* SPAN-658 or equivalent.

**SPAN-661 Introduction to Spanish Linguistics (3)** Introduction to basic concepts of linguistics and their application to the Spanish language: phonology, morphology, syntax, etymology. Brief survey of the historical development of the Spanish language. Dialects of Spanish and other languages spoken in the Hispanic world. Introduction to a contrastive analysis of English and Spanish. Meets with SPAN-361. Usually offered every fall.

**SPAN-691 Internship: Spanish: *Proyecto Amistad* (1-3)** An internship program offering a wide variety of experiences in the Spanish-speaking community of Washington, D.C. Placements are available in bilingual schools, legal and consumer agencies, and national and international organizations. *Prerequisite:* two years of college Spanish and permission of instructor or department.

**SPAN-705 Seminar in Spanish and Latin American Studies (3)** Topics vary by section, may be repeated for credit with different topic. Reports and critical discussion of research papers on Spanish and Latin American literature. Usually offered alternate years.

#### SWAHILI

**SWAHIL-102 Swahili Elementary I (3)** This foundation course in standard Swahili introduces students to pronunciation; formulaic greetings; the noun class system; the concordial agreement system associated with verb structure, relative construction, and possessive pronoun and adjective formation; adverbs; sentence structure; text development; and basic vocabulary. Equal emphasis is placed on speaking, reading, and writing skills in Swahili and the course stresses the use of Swahili in context.

**TURKISH**

**TURK-102 Turkish Elementary I (4)** Designed for students with no prior experience with Turkish, this course focuses on the acquisition of basic vocabulary and grammatical structures in culturally authentic contexts through speaking, reading, writing, and listening comprehension.

**TURK-103 Turkish Elementary II (4)** Continuation of TURK-102. *Prerequisite:* TURK-102 or equivalent.

**Literature****Undergraduate Courses**

**LIT-010 College Reading (2)** Develops the ability to cope efficiently with the rigors of academic life. Emphasizes practical techniques of reading in different disciplines, speed reading, time management, note taking, exam skills, and research. Usually offered every term. *Note:* no academic credit is received for this course, nor does it fulfill a requirement for any degree program. Credit equivalent is listed for determining full-time status only.

**LIT-021 College Writing Skills for High School Students (0)** A noncredit workshop for high school students to develop skills for writing at the college level such as generating ideas, being aware of audience and purpose, creating a thesis and argument, researching, organizing, and responding to others' work. Students practice these skills through short writing exercises accompanied by supplemental readings. Usually offered every summer.

**LIT-022 Writing College Application Essays (0)** In this noncredit workshop high school students experiment with writing personal statements as a form of self-expression. The focus is on college admissions, but students also consider other ways in which writing communicates identity and serves as a vital means of communication. Usually offered every summer.

**LIT-100 College Writing (3)** Develops students' skills in reading with understanding, summarizing and synthesizing information accurately, and writing correct, reasoned prose. Usually offered every term. *Note:* Completion of LIT-100 and LIT-101 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-101 College Writing Seminar (3)** Continues the work begun in LIT-100, stressing the student's abilities to construct extended arguments, to synthesize diverse materials, and to pursue library research. Usually offered every term. *Prerequisite:* LIT-100 or equivalent. *Note:* Completion of LIT-100 and LIT-101 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-102 College Writing (3)** LIT-102 is a specially designed version of LIT-100. It is aimed at students whose language skills need special attention and has a required one-on-one conference with the course instructor. Usually offered every term. *Note:* Completion of LIT-102 and LIT-103 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-103 College Writing Seminar (3)** LIT-103 is a specially designed version of LIT-101. It is aimed at students whose language skills need special attention and has a required one-on-one conference with the course instructor. Usually offered every term. *Prerequisite:* LIT-102 or equivalent. *Note:* Completion of LIT-102 and LIT-103 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-105/LIT-105G The Literary Imagination 1:1 (3)** Explores the fundamental imaginative processes that underlie and connect the ac-

tivities of literary creation and literary understanding. Besides reading works by both male and female writers chosen from a variety of times and places to represent each of the major genres, students also do critical and creative writing of their own. Usually offered every term.

**LIT-120/LIT-120G Interpreting Literature 1:1 (3)** Analysis and interpretation of literary texts: poetry, drama, and prose fiction. The general process through which one comes to a more comprehensive understanding of literary works. Since interpreting entails the ability to communicate understanding, the course also teaches the writing of interpretive criticism. Usually offered every term.

**LIT-125/LIT-125G Great Books that Shaped the Western World 2:1 (3)** This course enriches students' knowledge and appreciation of Western civilization by familiarizing them with some of the most important literary texts in Western literature from Homer through the nineteenth century. In addition to studying these works for their literary artistry, the course addresses the cultural context of these works, the ethical issues they address and the pivotal roles they have played in Western society, and what it means to call a work "a classic." Usually offered every term.

**LIT-130 Honors English I (3)** Limited to first-year students by invitation. Usually offered every fall. *Note:* Completion of LIT-130 and LIT-131 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-131 Honors English II (3)** Limited to first-year students by invitation. Usually offered every spring. *Note:* Completion of LIT-130 and LIT-131 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-135/LIT-135G Critical Approach to the Cinema 1:1 (3)** Analysis of film content and style through screenings and substantial readings in aesthetic theory and film history. Also considers social issues, cultural artifacts, and forms of artistic expression. Usually offered every term.

**LIT-150/LIT-150G Third World Literature 3:1 (3)** An introduction to literature written by writers from the Third World: Africa, Asia, and Latin America. The emphasis is on contemporary fiction and the ways that this writing depicts cultural and political change brought about by the impact of outside forces. Usually offered every term.

**LIT-180 Writing Workshop (3)** An intensive writing seminar reviewing grammar and the principles of clear, correct expository prose. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent or permission of instructor.

**LIT-200 Introduction to Creative Writing (3)** With departmental permission, course may be repeated for credit, but not in the same term. Creative writing for beginning students who want to write poetry, fiction, drama, reportage, and autobiography, with specific assignments in each category. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent.

**LIT-202 Writing for Prospective Lawyers (3)** An advanced course in writing designed to hone the skills necessary to write legal briefs, memoranda, and agreements. Particular attention is paid to logic and argumentation. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent.

**LIT-203 Business Writing (3)** The course stresses clarity, conciseness, and directness in the preparation of correspondence, memoranda, reports, proposals, and other kinds of writing common in the business world. Usually offered every term. *Prerequisite:* LIT-100 and LIT-101 or equivalent.

**LIT-205 Issues, Ideas, and Words (3)** Through class discussions and frequent written assignments, the course helps students understand and articulate their learning in relation to thought in the humanities, natural sciences, and social sciences. Usually offered every term. *Prerequisite:* enrollment limited to students in the AEL program. *Note:* Completion of LIT-205 and either LIT-101 or LIT-103 with grades of C or better fulfills the university College Writing and English Competency Requirement.

**LIT-210 Survey of American Literature I (3)** A historical study of American writers and their contributions to the diversity of American literary forms and intellectual life, from the Puritan settlement to Dickinson and Whitman. Writers are appraised aesthetically, both individually and in cultural context. Usually offered every fall.

**LIT-211 Survey of American Literature II (3)** A historical study of American writers and their contributions to the diversity of American literary forms and intellectual life, from post-Civil War to the present. Writers are appraised aesthetically, both individually and in a cultural context. Usually offered every spring.

**LIT-215/LIT-215G Writers in Print/in Person 1:2 (3)** Offers students the opportunity to study works by contemporary authors and then to continue their exploration of these works in meetings with the writers. Features locally and nationally prominent writers, including American University writing faculty. Usually offered every term. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**LIT-220 Survey of British Literature I (3)** A historical exploration of a range of writers in the British tradition, from Chaucer through the eighteenth century. Writers are examined as individual artists and as representatives of their age. Usually offered every fall.

**LIT-221 Survey of British Literature II (3)** A historical exploration of a range of writers in the British tradition, from the Romantic period through the twentieth century. Writers are examined as individual artists and as representatives of their age. Usually offered every spring.

**LIT-225/LIT-225G The African Writer 1:2 (3)** Contemporary African literature, with special emphasis on the role of the writer. The course includes many of the major African literary works of the last sixty years—fiction, poetry, and drama—and at the same time focuses on the African writer's unique role as creator of functional art. Usually offered every fall. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G

**LIT-235/LIT-235G African-American Literature 2:2 (3)** A survey of African-American literature beginning with the poet Phillis Wheatley and the slave narratives of the 1700s and concluding with Malcolm X and Toni Morrison. The emphasis is on the continuity of black writing within its historical and cultural contexts. Usually offered every spring. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G

**LIT-240/LIT-240G Asian American Literature 2:2 (3)** The recent explosion of Asian American literature—defined as literature by writers of Chinese, Japanese, Korean, Indian, Pakistani, and Filipino descent living in North America—warrants close and historically-informed analysis. This course considers works by Asian American writers in light of orientalism, issues of race, ethnicity, gender, and identity, and historical pressures such as immigration policies and independence movements. Usually offered alternate springs. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G

**LIT-245/LIT-245G The Experience of Poetry 1:2 (3)** Without dwelling on “professional” terminology and technique, the course aims to make poetry more accessible and enjoyable through reading, writing, and discussion. Students are asked to write some poetry along with traditional papers, but the poetry assignments are designed to reassure those who doubt their creativity. Usually offered every term. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G

**LIT-265/LIT-265G Literature and Society in Victorian England 2:2 (3)** The connections between literary works and their social context. The course is divided into significant cultural subjects, such as the effect of scientific advancement on society at large, how Victorians perceived themselves at home and at work, and how issues of political reform affected literary works. Readings include historical studies, as well as novels and poems. Usually offered every spring. *Prerequisite for General Education credit:* ARTH-100G or LIT-125G or HIST-100G or HIST-110G or WGST-150G

**LIT-270/LIT-270G Transformations of Shakespeare 1:2 (3)** Shakespeare's use of dramatic form, such as tragicomedy, masque, and spectacle. In addition, students learn about the interrelationship between form and meaning by seeing how the cultural myths encoded in these genres become transformed in different ages, media, and cultures. Usually offered every term. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G

**LIT-301 Advanced Composition (3)** Offers students development in advanced writing skills using contemporary theory and practice in argumentation, style, meta-analysis, process, and critical thinking. Usually offered every term.

**LIT-308 Studies in Genre (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics examine expression in a variety of literary genres. Topics include sentimentalism and sensationalism, utopian literature, the gothic, and the epic. Meets with LIT-608. Usually offered every year.

**LIT-309 London Theater and Performance (3)** Offered as part of the AU Abroad London Semester. This course provides a survey of British theater through seminars, reading plays, and attendance at a variety of performances in and near London. Discussions include the influence of actors and directors, and the contributions of set, costume, and lighting design. Usually offered every term.

**LIT-310 Major Authors (3)** Topics vary by section, may be repeated for credit with different topic. Intensive study of the works of one or more important authors. Attention is paid to the evolution of the author's canon, to the effects of (and on) the literary context, to the relationship between works and biography, and to the historical and cultural context of the writer. Meets with LIT-610. Usually offered every year.

**LIT-315 Topics in American Romanticism (3)** Topics vary by section, may be repeated for credit with different topic. American Romantic authors of the antebellum period reflected the effects of slavery, constraints on women, and materialism on the nation, and looked for the realization of a new age. Writers studied include Whittier, Melville, Emerson, Thoreau, Dickinson, Stowe, Poe, Sedgwick, Fuller, Douglass, and Jacobs. Meets with LIT-615. Usually offered every year.

**LIT-316 Nineteenth Century American Novel (3)** Emphasis on literary evolution of a form as it expresses historical evolution of

national consciousness. Novelists studied include Hawthorne and Melville. Meets with LIT-616. Usually offered every year.

**LIT-318 Topics in American Realism (3)** Topics vary by section, may be repeated for credit with different topic. Post-Civil War literary realism reflected a time of both great wealth and squalor, with striving for self-expression by those who were marginalized, including African Americans, Native Americans, and women. Writers studied include Mark Twain, William Dean Howells, Theodore Dreiser, Henry Adams, Edith Wharton, Kate Chopin, Sarah Orne Jewett, Henry James, Charles Chesnutt, Booker T. Washington, and W.E.B. DuBois. Meets with LIT-618. Usually offered every other year.

**LIT-321 Topics in American Modernism (3)** Topics vary by section, may be repeated for credit with different topic. Modernism expressed a new consciousness of the United States as an urban nation and world power, pioneering advertising, mass culture, and avant-garde art. Authors include Fitzgerald, Hemingway, Faulkner, Eliot, Stevens, HD, Hughes, and Williams. Meets with LIT-621. Usually offered every year.

**LIT-322 Topics in Contemporary American Literature (3)** Topics vary by section, may be repeated for credit with different topic. Topics in American fiction, poetry, drama, and nonfiction of the past forty years. Meets with LIT-622. Usually offered every year.

**LIT-323 Ethnic Literatures of the United States (3)** Topics vary by section, may be repeated for credit with different topic. The old idea of the United States as a melting pot has given way to awareness of the unique and powerful contributions to the literature of the United States by Native Americans, African Americans, Chicano and Latino Americans, and Asian Americans. Topics vary across ethnic groups and genres. Meets with LIT-623. Usually offered every other year.

**LIT-332 Shakespeare Studies (3)** Topics vary by section, may be repeated for credit with different topic. More than any other playwright in the Western tradition, Shakespeare is exalted for creating memorable dramatic characters and inventing plots, along with brilliant language and arresting stage techniques. Rotating topics include early plays, later plays, and Shakespeare on film. Meets with LIT-632. Usually offered every term.

**LIT-334 Topics in Renaissance Literature (3)** Topics vary by section, may be repeated for credit with different topic. Some of the greatest art, poetry, and drama in the Western tradition flourished amidst the religious and political tumult of the Renaissance. Rotating topics include Renaissance drama, Renaissance poetry, and a survey of Renaissance literature (British or European). Meets with LIT-634. Usually offered every year.

**LIT-337 Topics in Restoration and Enlightenment Literature (3)** Topics vary by section, may be repeated for credit with different topic. In seventeenth and eighteenth century Britain new literary forms, such as the novel and the autobiography, responded to the far-reaching changes in philosophy, politics, and religion of the Restoration and Enlightenment. Rotating topics include Milton, Restoration drama, and the rise of the British novel. Meets with LIT-637. Usually offered every other year.

**LIT-340 Topics in Nineteenth Century British and European Literature (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in British and European literature ranging from nineteenth century melodrama in different na-

tional traditions to the Victorian novel, Victorian poetry, French realism, and French Symbolist poetry. Meets with LIT-640. Usually offered every year.

**LIT-341 Topics in Romantic Literature (3)** Topics vary by section, may be repeated for credit with different topic. In the wake of complete social and political upheaval, eighteenth and nineteenth century Romantic writers questioned longstanding assumptions. Rotating topics include the Romantic imagination, the politics of poetry, and the Shelley circle. Meets with LIT-641. Usually offered every year.

**LIT-343 Topics in British and European Modernism (3)** Topics vary by section, may be repeated for credit with different topic. European modernist vision and techniques, such as free verse and stream of consciousness, are some of the innovations owed to Modernism that have profoundly influenced the way we see, hear, and feel. Meets with LIT-643. Usually offered every year.

**LIT-346 Topics in Film (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include film and literature, national cinema, film genres, major filmmakers, and independent filmmakers. Meets with LIT-646. Usually offered every year.

**LIT-350 Literature of Central Europe in the Twentieth Century (3)** Introduces students to the literary interrelations among the various national and ethnic groups of Central Europe including Bohemia, Austria, Germany, and Hungary, and their dependence on Russian and Scandinavian authors. Writers studied include Dostoevsky, Kafka, Koestler, Kraus, Meyerink, Schnitzler, Werfel, and Zweig. Offered only in Prague. Usually offered every fall.

**LIT-360 Topics in Medieval Literature (3)** Topics vary by section, may be repeated for credit with different topic. The literature of the Middle Ages reflects a radically different world view in writings that capture human beings at their best and worst moments. Rotating topics include Chaucer, Dante, and a survey of medieval literature. Meets with LIT-660. Usually offered every year.

**LIT-365 Mediterranean Literature (3)** Offered as part of the AU Abroad Madrid and the Mediterranean program. This course offers a review of the major Mediterranean world literary accomplishments of antiquity, the Renaissance, and the baroque, as well as contemporary Arab literature. Students become familiar with intrinsically Mediterranean topics such as epic travel, exile, and cross-fertilization among cultures, the works of Homer, Dante, and Cervantes and their trail of influence in modern literature and culture, as well as reading the works of major authors of Lebanon, Egypt, Palestine, and Morocco. Usually offered every fall.

**LIT-367 Topics in World Literature (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in a wide range of literature from around the world. Meets with LIT-667. Usually offered every year.

**LIT-370 Topics in Women's and Gender Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics dealing with influence of gender on literature, including women and literature and nineteenth-century American women's literature. Meets with LIT-670. Usually offered every year.

**LIT-379 Mediterranean Cross-Cultural Cinema (3)** Offered as part of the AU Abroad Madrid and the Mediterranean program. Fea-

turing a series of films, mostly produced in Mediterranean countries, which are a rich source for the study of inter cultural relations, this course studies the cinematic medium, not only as a data source, but as a language in itself. Different film traditions are analyzed in order to discover the type of stylistic conventions that vary from culture to culture, as well as cinema's potential for inter cultural communication. Usually offered every fall.

**LIT-381 Interdisciplinary Approaches to Literature (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including literature and sexuality, literature and the city, psychological approaches to literature, the culture of AIDS, the Holocaust, and literature and politics. Meets with LIT-681. Usually offered every year.

**LIT-390 Independent Reading Course in Literature (1-6)** *Prerequisite:* permission of instructor and department chair.

**LIT-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**LIT-400 Creative Writing: Fiction (3)** May be repeated for credit once with permission of instructor. A writing workshop with students reading their work aloud and commenting on one another's efforts. The instructor reserves the right to have the last word. Usually offered every term. *Prerequisite:* LIT-200 or equivalent, or permission of instructor.

**LIT-401 Creative Writing: Poetry (3)** May be repeated for credit once with permission of instructor. An intensive approach to the techniques of writing verse, followed by several weeks of workshop sessions in which students' poems receive responses from the entire class. Usually offered every term. *Prerequisite:* LIT-200 or equivalent, or permission of instructor.

**LIT-402 Creative Writing: Film Script (3)** May be repeated for credit once with permission of instructor. An introduction to writing developing stories for the screen. A study of the special contributions of the writer to film art. Screenings, reading, writing, and rewriting. Meets with LIT-702. Usually offered every term. *Prerequisite:* permission of instructor.

**LIT-405 Seminar on Translation (3)** Designed primarily for writers, this course introduces students to the international community of writers by providing approaches to and models for the translation of literary works as well as experience in translating. It is expected that students will learn about the use of their own language in the process. Fluency in another language is helpful but not required. Meets with LIT-705. Usually offered every spring.

**LIT-480 Senior Project in Literature (3)** This course is the second in the capstone sequence for literature majors. Students tap into their own intellectual curiosity and develop their research, analytical, and writing skills, culminating in a 25 page paper. Class meetings provide support and structure for work on the project and include faculty guest speakers and student presentations. Usually offered every spring. *Prerequisite:* LIT-498.

**LIT-490 Independent Study Project in Literature (1-6)** *Prerequisite:* permission of instructor and department chair.

**LIT-491 Practical Internship in Literature (3)** Practical work in writing and research for various agencies and publications, and apprentice teaching experience with private schools and diverse groups, including the Writing Center. *Prerequisite:* permission of advisor and department chair.

**LIT-498 Senior Seminar in Literature: The Value of Literature (3)** This course is the first in the capstone sequence for literature majors. It addresses the following questions: Is literature separable from other forms of linguistic expression? Are there modes of interpretation and study unique to literature? Why has the assertion of literary value found expression in specifying a canon of particular works? Since art and literature are traditionally defined in terms of seconderiness, either as reflection, mimesis, or as refinement, the course also addresses the issue of seconderiness and marginalization in both literature and literary criticism. Usually offered every fall.

**LIT-499 Honors, Senior Year (3)**

#### Graduate and Advanced Undergraduate Course

**LIT-520 Research Methods in Literature (3)** This course introduces students to the concepts, tools, and skills needed to conduct graduate-level research in literature. It includes training in archival research, on-line and electronic searching, print resources, and the rudiments of textual theory, bibliographical scholarship, and editorial practice. Usually offered every fall. *Prerequisite:* admission to M.A. in Literature or permission of instructor.

**LIT-521 Reading in Genre: Poetry (3)** Overview of poetry from all significant literary periods; special attention paid to the history and forms of the genre. Usually offered alternate falls. *Prerequisite:* admission to M.A. in Literature or permission of instructor.

**LIT-522 Reading in Genre: Drama (3)** Overview of drama from all significant literary periods; special attention paid to the history and forms of the genre. Usually offered alternate springs. *Prerequisite:* admission to M.A. in Literature or permission of instructor.

**LIT-523 Reading in Genre: Novel (3)** Overview of the novel from all significant literary periods; special attention paid to the history and forms of the genre. Usually offered alternate falls. *Prerequisite:* admission to MA in Literature or permission of instructor.

**LIT-590 Independent Reading Course in Literature (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**Note:** When 300-level and 600-level courses meet together, registration at the 600-level requires graduate-level assignments and higher expectations regarding performance.

**LIT-608 Studies in Genre (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics examine expression in a variety of literary genres. Topics include sentimentalism and sensationalism, utopian literature, the gothic, and the epic. Meets with LIT-308. Usually offered every year.

**LIT-610 Major Authors (3)** Topics vary by section, may be repeated for credit with different topic. Intensive study of the works of one or more important authors. Attention is paid to the evolution of the author's canon, to the effects of (and on) the literary context, to the relationship between works and biography, and to the historical and cultural context of the writer. Meets with LIT-310. Usually offered every year.

**LIT-615 Topics in American Romanticism (3)** Topics vary by section, may be repeated for credit with different topic. American Romantic authors of the antebellum period reflected the effects of slavery, constraints on women, and materialism on the nation, and looked for the realization of a new age. Writers studied include Whitman, Melville, Emerson, Thoreau, Dickinson, Stowe, Poe,

Sedgewick, Fuller, Douglass, and Jacobs. Meets with LIT-315. Usually offered every year.

**LIT-616 Nineteenth Century American Novel (3)** Emphasis on literary evolution of a form as it expresses historical evolution of national consciousness. Novelists studied include Hawthorne and Melville. Meets with LIT-316. Usually offered every year.

**LIT-618 Topics in American Realism (3)** Topics vary by section, may be repeated for credit with different topic. Post-Civil War literary realism reflected a time of both great wealth and squalor, with striving for self-expression by those who were marginalized, including African Americans, Native Americans, and women. Writers studied include Mark Twain, William Dean Howells, Theodore Dreiser, Henry Adams, Edith Wharton, Kate Chopin, Sarah Orne Jewett, Henry James, Charles Chesnutt, Booker T. Washington, and W.E.B. Du Bois. Meets with LIT-318. Usually offered every other year.

**LIT-621 Topics in American Modernism (3)** Topics vary by section, may be repeated for credit with different topic. Modernism expressed a new consciousness of the United States as an urban nation and world power, pioneering advertising, mass culture, and avant-garde art. Authors include Fitzgerald, Hemingway, Faulkner, Eliot, Stevens, HD, Hughes, and Williams. Meets with LIT-321. Usually offered every year.

**LIT-622 Topics in Contemporary American Literature (3)** Topics vary by section, may be repeated for credit with different topic. Topics in American fiction, poetry, drama, and nonfiction of the past forty years. Meets with LIT-322. Usually offered every year.

**LIT-623 Ethnic Literatures of the United States (3)** Topics vary by section, may be repeated for credit with different topic. The old idea of the United States as a melting pot has given way to the awareness of the unique and powerful contributions to the literature of the United States by Native Americans, African Americans, Chicano and Latino Americans, and Asian Americans. Topics vary across ethnic groups and genres. Meets with LIT-323. Usually offered every other year.

**LIT-632 Shakespeare Studies (3)** Topics vary by section, may be repeated for credit with different topic. More than any other playwright in the Western tradition, Shakespeare is extolled for creating memorable dramatic characters and riveting plots, along with brilliant language and arresting stage techniques. Rotating topics include early plays, later plays, and Shakespeare on film. Meets with LIT-332. Usually offered every term.

**LIT-634 Topics in Renaissance Literature (3)** Topics vary by section, may be repeated for credit with different topic. Some of the greatest art, poetry, and drama in the Western tradition flourished amidst the religious and political tumult of the Renaissance. Rotating topics include Renaissance drama, Renaissance poetry, and a survey of Renaissance literature (British or European). Meets with LIT-334. Usually offered every year.

**LIT-637 Topics in Restoration and Enlightenment Literature (3)** Topics vary by section, may be repeated for credit with different topic. In seventeenth and eighteenth century Britain new literary forms, such as the novel and the autobiography, responded to the far-reaching changes in philosophy, politics, and religion of the Restoration and Enlightenment. Rotating topics include Milton,

Restoration drama, and the rise of the British novel. Meets with LIT-337. Usually offered every other year.

**LIT-640 Topics in Nineteenth Century British and European Literature (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in British and European literature ranging from nineteenth century melodrama in different national traditions to the Victorian novel, Victorian poetry, French realism, and French Symbolist poetry. Meets with LIT-340. Usually offered every year.

**LIT-641 Topics in Romantic Literature (3)** Topics vary by section, may be repeated for credit with different topic. In the wake of complete social and political upheaval, eighteenth and nineteenth century Romantic writers questioned longstanding assumptions. Rotating topics include the Romantic imagination, the politics of poetry, and the Shelley circle. Meets with LIT-341. Usually offered every year.

**LIT-643 Topics in British and European Modernism (3)** Topics vary by section, may be repeated for credit with different topic. European modernist vision and techniques, such as free verse and stream of consciousness, are some of the innovations owed to Modernism that have profoundly influenced the way we see, hear, and feel. Meets with LIT-343. Usually offered every year.

**LIT-646 Topics in Film (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include film and literature, national cinema, film genres, major filmmakers, and independent filmmakers. Meets with LIT-346. Usually offered every year.

**LIT-660 Topics in Medieval Literature (3)** Topics vary by section, may be repeated for credit with different topic. The literature of the Middle Ages reflects a radically different world view in writings that capture human beings at their best and worst moments. Rotating topics include Chaucer, Dante, and a survey of medieval literature. Meets with LIT-360. Usually offered every year.

**LIT-667 Topics in World Literature (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics in a wide range of literature from around the world. Meets with LIT-367. Usually offered every year.

**LIT-670 Topics in Women's and Gender Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics dealing with influence of gender on literature, including women and literature and nineteenth-century American women's literature. Meets with LIT-370. Usually offered every year.

**LIT-681 Interdisciplinary Approaches to Literature (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including literature and sexuality, literature and the city, psychological approaches to literature, the culture of AIDS, the Holocaust, and literature and politics. Meets with LIT-381. Usually offered every year.

**LIT-690 Independent Study Project in Literature (1-6) Prerequisite:** permission of instructor and department chair.

**LIT-691 Graduate Internship (1-6)** Practical experience making use of students' writing and organizational skills. Required for M.F.A. candidates. **Prerequisite:** graduate standing in the department, and permission of instructor and department chair.

**LIT-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**LIT-700 Advanced Fiction Workshop (3)** May be repeated for credit, but not in the same term. A writing workshop with students reading their work aloud and commenting on one another's efforts. The instructor reserves the right to have the last word. Graduate students are expected to submit 12,500 words or more. Usually offered every term. *Note:* may be taken pass/fail only.

**LIT-701 Advanced Poetry Workshop (3)** May be repeated for credit, but not in the same term. An intensive approach to the techniques of writing verse, followed by several weeks of workshop sessions in which students' poems receive responses from the entire class. Usually offered every term. *Note:* may be taken pass/fail only.

**LIT-702 Creative Writing: Film Script (3)** May be repeated for credit, but not in the same term. An introduction to writing developing stories for the screen. A study of the special contributions of the writer to film art. Screenings, reading, writing, and rewriting. Meets with LIT-402. Usually offered every term.

**LIT-703 Creative Storytelling Workshop (3)** Intensive workshop in storytelling and public performance. Includes creative improvisation; research, selecting, adapting, and performing traditional folktales; developing and performing personal and family stories; working with voice, sound effects, movement, gesture, and expression; editing stories for public performance; and coaching fellow tellers. Usually offered alternate springs and summers. *Note:* may be taken pass/fail only.

**LIT-704 Creative Nonfiction Workshop (3)** Topics vary by section, may be repeated for credit with different topic. Intensive critical workshop in writing memoirs and personal essays, emphasizing the development of the first-person voice. Usually offered alternate springs. *Prerequisite:* admission to MFA in Creative Writing program or permission of instructor. *Note:* may be taken pass/fail only.

**LIT-705 Seminar on Translation (3)** Designed primarily for writers, this course introduces students to the international community of writers by providing approaches to and models for the translation of literary works as well as experience in translating. It is expected that students will learn about the use of their own language in the process. Fluency in another language is helpful but not required. Meets with LIT-405. Usually offered every spring. *Prerequisite:* admission to MFA in Creative Writing program or permission of instructor.

**LIT-710 The Art of Literary Journalism (3)** A workshop in which the craft of reviewing books, plays, movies, TV, art, and music is practiced. Clear expository writing is the aim, tied to established criteria for sound critical approaches in journalism. Usually offered every fall. *Prerequisite:* permission of instructor.

**LIT-730 The Teaching of Writing (3)** An introduction to research and theory in composition studies. Includes readings in linguistic anthropology, cognitive psychology, sociolinguistics, and rhetoric relating to the writing process, developmental issues, and the social and political context for writing instruction. Class projects, including classroom observations, provide opportunities to apply theory to practice. Usually offered every fall.

**LIT-731 Teaching of Writing Practicum (3)** An internship with a College Writing Program instructor and ongoing study in composition studies to prepare for teaching academic writing. Usually offered every spring. *Prerequisite:* LIT-730 or permission of instructor.

**LIT-732 Seminar in Literary Theory (3)** Topics vary by section, may be repeated for credit with different topic. Provides a methodological basis for theoretical approaches to literary studies and focuses on critical issues in the study of literature. Topics include the history of aesthetics, contemporary literary theory, and feminist theory. Usually offered every fall.

**LIT-733 Special Topics in Literature (3)** Topics vary by section, may be repeated for credit with different topic. Focuses on thematic and theoretical approaches to literature that traverse historical periods and national boundaries. Offered irregularly.

**LIT-735 Seminar in Renaissance and Seventeenth Century Literature (3)** Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, European, or American colonial literature. Usually offered alternate falls.

**LIT-736 Seminar in Eighteenth Century Literature (3)** Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, European, or American literature. Usually offered alternate springs.

**LIT-737 Seminar in Nineteenth Century Literature (3)** Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, American, or world literature. Usually offered alternate falls.

**LIT-738 Seminar in Twentieth Century Literature (3)** Topics vary by section, may be repeated for credit with different topic. Varies in content to cover English, American, or world literature. Usually offered alternate springs.

**LIT-750 The Folger Seminar in Renaissance and Eighteenth Century Studies (3)** Topics vary by section, may be repeated for credit with different topic. Three graduate seminars are offered each semester. Graduate students at American University are eligible to participate and should consult the Department of Literature.

**LIT-793 Directed Research in Literature (3)** Students work closely with a faculty member on a scholarly article (20-35 pages) developed from a paper originally submitted for a graduate literature course, with the potential for publication in a scholarly journal. Students enhance their skills in conducting research and/or situating an idea within current scholarly dialogue in the field. Usually offered every term.

**LIT-797 Master's Thesis Seminar (1-6)**

## Mathematics

### Undergraduate Courses

*Note:* Students should consult the department for advice and placement testing for appropriate mathematics and statistics courses.

**MATH-022 Basic Algebra (2)** An introduction to algebra. Includes a review of integer and rational numbers; solving linear equations in one or two variables; word problems; polynomials and rational expressions; radicals; the quadratic formula; and some graphing techniques. Usually offered every term. *Note:* Intended for students with inadequate preparation for other courses in mathematics. No academic credit is received for this course, nor does it fulfill the mathe-

matics requirement for any degree program. Credit equivalent is listed only for the purpose of determining full-time student status.

**MATH-150 Finite Mathematics (3)** Review of algebra, sets, linear equations and inequalities, nonlinear inequalities, interest problems, systems of linear equations, functions and graphs, and elementary data analysis. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* For students who need extra work on mathematical skills. No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

**MATH-151 Finite Mathematics (3)** Review of algebra, sets, linear equations and inequalities, nonlinear inequalities, interest problems, systems of linear equations, functions and graphs, and elementary data analysis. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

**MATH-155 Finite Mathematics: Elementary Models (3)** Study of mathematical subjects including linear, quadratic, polynomial, rational, exponential, and logarithmic functions, in the context of difference equations models. Emphasizes concepts and applications using numerical, graphical, and theoretical methods. Also includes an introduction to the mathematical subject of chaos. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

**MATH-157 Finite Mathematics: Business (3)** Fundamentals of algebraic, exponential, and logarithmic functions with emphasis on applications to problems in business and economics and the natural sciences. Usually offered every term. *Prerequisite:* three years of high school mathematics or equivalent. *Note:* Intended primarily for students planning to take MATH-211 Applied Calculus I. No credit toward mathematics major. Students may not receive credit for more than one course numbered MATH-15x.

**MATH-170 Precalculus Mathematics (3)** Fundamentals of algebraic, logarithmic, exponential, and trigonometric functions for students planning to take MATH-221. MATH-15x and MATH-170 may not both be used to fulfill the mathematics requirements for any major program. Usually offered every term. *Prerequisite:* three years of high school mathematics, or MATH-15x, or permission of department.

**MATH-211 Applied Calculus I (4)** Continuity, limits, differentiation, and integration. Applications to biological, social, and environmental sciences and business. Usually offered every term. *Prerequisite:* MATH-15x or four years of high school mathematics. *Note:* No credit toward mathematics or applied mathematics major, but together with MATH-212 meets calculus requirement for applied statistics. Students may not receive credit toward a degree for both MATH-211 and MATH-221.

**MATH-212 Applied Calculus II (3)** Calculus of several variables, matrices, series, and differential equations. Applications to biological, social, and environmental sciences and business. Usually offered every spring. *Prerequisite:* MATH-211 or MATH-221. *Note:* No credit toward mathematics or applied mathematics major, but together with MATH-211 meets calculus requirement for applied statistics. Students may not receive credit toward a degree for both MATH-212 and MATH-222 or MATH-313.

**MATH-221 Calculus I (4)** Real numbers; coordinate systems; functions; limits and continuity; differentiation and applications; trigono-

metric functions; indefinite and definite integration and applications; fundamental theorem of integral calculus. Usually offered every term. *Prerequisite:* MATH-170 or four years of high school mathematics. *Note:* Students may not receive credit toward a degree for both MATH-221 and MATH-211.

**MATH-222 Calculus II (4)** Techniques of integration, calculus of exponential and logarithmic functions, infinite series, power series representations, and analytic geometry. Usually offered every term. *Prerequisite:* MATH-211 or MATH-221, or permission of department. *Note:* Students may not receive credit toward a degree for both MATH-222 and MATH-212.

**MATH-310 Linear Algebra (3)** Vector spaces, systems of linear equations, solutions by matrices, determinants, linear transformations, and algebraic forms. Usually offered every term. *Prerequisite:* MATH-212 or MATH-222 (may be taken concurrently).

**MATH-313 Calculus III (4)** Vectors, functions of several variables, partial differentiation, and multiple integrals. Usually offered every term. *Prerequisite:* MATH-222.

**MATH-321 Differential Equations (3)** First order equations, linear equations of higher order, solutions in series, Laplace transforms, numerical methods, and applications to mechanics, electrical circuits, and biology. Usually offered every fall. *Prerequisite:* MATH-313, which may be taken concurrently.

**MATH-390 Independent Reading Course in Mathematics (1-6)** *Prerequisite:* permission of instructor and department chair.

**MATH-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**MATH-490 Independent Study Project in Mathematics (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate and Advanced Undergraduate Courses

**MATH-500 Advanced Calculus (3)** A rigorous development of calculus and the basic techniques required for mathematical proofs. Includes mathematical induction, proof by contradiction, limit proofs, the structure of the real numbers, continuity, differentiability, sequences, and series. Additional topics, not necessarily from calculus, are chosen to illustrate proof techniques. Usually offered every spring. *Prerequisite:* MATH-313.

**MATH-501 Probability (3)** Algebra of sets; probability in discrete sample spaces; combinatorial analysis; random variables; binomial, Poisson, normal, and other distributions; and applications. Usually offered alternate falls (odd years). *Prerequisite:* MATH-212 or MATH-222.

**MATH-505 Mathematical Logic (3)** The mathematical study of the scope and limits of deductive reasoning with special attention to propositional and first order logic, leading to results concerning completeness, compactness, and the existence of decision procedures for various logical systems, culminating in the incompleteness theorems of Gödel. Usually offered alternate springs (odd years). *Prerequisite:* MATH-310.

**MATH-508 Automata, Languages, and Computability (3)** Introduction to the theoretical concepts underlying computing. Finite automata, push-down automata, and Turing machines. Regular, context-free, and phrase-structure languages. Computability and computational complexity. Usually offered every spring. *Prerequisite:* CSC-350 or permission of instructor.

**MATH-510 Geometry (3)** Euclidean and non-Euclidean (spherical, elliptic, and hyperbolic) geometries from axiomatic and analytic points of view. Includes isometries, transformation groups, symmetry groups, quadratic forms, projective geometry, as well as some historical background. Usually offered alternate falls (even years). *Prerequisite:* MATH-310 or equivalent.

**MATH-512, MATH-513 Introduction to Modern Algebra I (3), II (3)** Groups, rings, vector spaces and modules, fields, and Galois theory. Usually offered every fall (MATH-512) and spring (MATH-513). *Prerequisite:* MATH-500 or permission of instructor.

**MATH-515 Number Theory (3)** Divisibility, fundamental theorems of arithmetic, congruences, arithmetic functions, Diophantine equations, quadratic residues, sums of squares, and partitions. Usually offered alternate falls (even years). *Prerequisite:* MATH-222.

**MATH-520, MATH-521 Introduction to Analysis I (3), II (3)** Analysis in Euclidean and metric spaces, point sets, completeness, convergence, continuity, differentiability, and integration. MATH-520 usually offered every fall; MATH-521 usually offered every spring. *Prerequisite:* MATH-500 or permission of instructor.

**MATH-540 Topology (3)** Topological spaces, continuity, compactness, connectedness, and metric spaces. Usually offered alternate springs (even years). *Prerequisite:* MATH-500 or permission of instructor.

**MATH-550 Complex Analysis (3)** Complex functions, Cauchy's theorem and integral formulae, Taylor and Laurent series, residue calculus and contour integration, and conformal mapping. Usually offered alternate falls (odd years). *Prerequisite:* MATH-321 or MATH-313.

**MATH-551 Partial Differential Equations (3)** Fourier series, orthonormal systems, wave equation, vibrating strings and membranes, heat equation, Laplace's equation, harmonic and Green functions. Usually offered alternate springs (odd years). *Prerequisite:* MATH-321.

**MATH-560 Numerical Analysis: Basic Problems (3)** Computer arithmetic and error analysis in computation, matrix decomposition methods in solving systems of linear equations and linear least squares problems, polynomial approximation and polynomial data fitting, iterative algorithms for solving nonlinear equations, and numerical differentiation and integration. Usually offered alternate falls (even years). *Prerequisite:* CSC-280, MATH-310, and MATH-500, or permission of instructor.

**MATH-570 History of Mathematics (3)** This course surveys aspects of historical development of mathematics from ancient to modern times and examines the ideological, social, and cultural forces which shaped this development. By providing historical continuity, the course interrelates and unifies the major subject areas such as algebra, calculus and analysis, geometry, number theory, probability, set theory, and the foundation of mathematics. Usually offered alternate falls (odd years). *Prerequisite:* Calculus I-III. *Note:* Strongly recommended for students in the mathematics education program.

**MATH-574 Theory of Probability (3)** Mathematical treatment of random variables, distribution functions, generating and characteristic functions, and limit theorems. Emphasis is on rigorous derivation of results using principles of advanced calculus, i.e., limits,

continuity, sequences, etc. Usually offered alternate falls (even years). *Prerequisite:* MATH-313 and MATH-501 or permission of instructor.

**MATH-580 Topics in Mathematics (3)** Topics vary by section, may be repeated for credit with different topic. Topics include foundations/set theory/logic, matrix theory, algebraic topology, measure and integration, functional analysis, ring theory, modern geometry, and advanced modern linear algebra. Usually offered every spring.

**MATH-585 Mathematics Education (3)** Curriculum construction and program design, instructional effectiveness, and methods and technology for teaching mathematics. Different approaches for students with a variety of mathematical and cultural backgrounds. Required of all students in mathematics education. Usually offered every fall. *Prerequisite:* MATH-313.

**MATH-590 Independent Reading Course in Mathematics (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**MATH-601 Harmonic Analysis (3)** Harmonic analysis on the circle, the real line, and on groups. The main concepts are: periodic functions, Fourier series, Fourier transform and spherical harmonics. The course includes a brief account of the necessary ingredients from the theory of the Lebesgue integral. Usually offered alternate springs (odd years). *Prerequisite:* MATH-500 or permission of instructor.

**MATH-674 Advanced Probability (3)** Measure theoretical treatment of probability, convergence of random variables, conditional probability and expectation, laws of large numbers, infinitely divisible distributions, general central limit theorem. Usually offered alternate springs (even years). *Prerequisite:* MATH-574.

**MATH-685 Practicum in Mathematics Education (3)** May be repeated for credit. Seminar course in researching, implementing, and writing in publishable form an innovative teaching methodology, educational contribution, or internship in cooperating school system, college, or other organization involving teaching. Required of all students in the Ph.D. program in mathematics education. Usually offered alternate springs (odd years).

**MATH-690 Independent Study Project in Mathematics (1-6)** *Prerequisite:* permission of instructor and department chair.

**MATH-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**MATH-790 Research Seminar in Mathematics Education (3)** In-depth exploration of current issues in mathematics education. A research paper and presentation are required. Course required of all students in the Ph.D. program in mathematics education. May be repeated for credit, but not within the same term; topic must be different. Usually offered alternate springs (even years).

**MATH-797 Master's Thesis Seminar in Mathematics (1-6)** Usually offered every term.

**MATH-799 Doctoral Dissertation Seminar in Mathematics (1-12)** Usually offered every term.

## **Business: Management**

### **Undergraduate Courses**

**MGMT-100 Business 1.0 (3)** This course provides an introduction to the fundamental elements of business from the perspectives of shareholders, management/employees, society, and other stakeholders. It develops an appreciation of the complex and integrated nature of these elements, which include decision making, leadership, technology, and globalization. Students learn what a business is, how it operates, and why. The course employs a variety of teaching methods, such as interactive learning technologies, guest speakers, and small group projects. Usually offered every fall.

**MGMT-201 Global Corporate Citizenship (3)** Understanding the complexity of the business environment requires an understanding of business as a citizen. Certainly a good business citizen obeys the law, but is that sufficient? Good business citizenship also requires participation in the social order and accepting and perpetuating common values. This course prepares students to be managers and leaders of businesses that practice good citizenship in the global economy. Usually offered every term.

**MGMT-353 Principles of Organizational Theory, Behavior and Management (3)** Current management theories, research, and practice. Course content represents a synthesis of behavioral sciences providing a broad framework for management. Includes organizational goals and responsibilities, models, decision theory, planning control, organization, motivation, leadership, group behavior, conflict, and organizational change. Usually offered every term. *Prerequisite:* completion of College Writing or English Competency requirement and upper-division standing.

**MGMT-381 Managing Human Capital (3)** Understanding the principles and operations of personnel administration and industrial-relations systems in organizations by analyzing and applying theoretical concepts to functional situations. Usually offered every term. *Prerequisite:* upper-division standing.

**MGMT-384 Managing Performance (3)** Focuses on the function and design of performance appraisal systems as tools of professional development, coaching and counseling, merit-compensation determinations, and goal implementation. Examines the assets and liabilities of alternative methods of performance-appraisal systems. Applications are oriented to the role of the personnel manager. *Prerequisite:* upper-division standing.

**MGMT-386 Entrepreneurship (3)** The entrepreneurship philosophy, attitudes, and characteristics. Entrepreneurship and new venture success and failure factors. Identifying and evaluating entrepreneurial opportunities. Developing a new venture business plan. Successfully managing the new venture. Applications cover creation and management of stand-alone ventures and of those developed within corporations. Usually offered every term. *Prerequisite:* ECON-200, FIN-365, and upper-division standing.

**MGMT-391 Internship in Management (1-6)** Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* upper-division standing, 9 additional credit hours in business courses, and permission of instructor and department chair.

**MGMT-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* upper-division standing, 9 additional credit hours in busi-

ness courses, and permission of department chair and Cooperative Education office.

**MGMT-409 Leading High Performance Teams (3)** Modern organizations demand synergistic results from collaborative workforce structures. This course teaches specific techniques for leading work teams to augment multiple performance outcomes. Students gain both an explicit and an experiential understanding of team management in business organizations, both as a member and as a supervisor. Usually offered every spring. *Prerequisite:* MGMT-353.

**MGMT-423 Managing Change and Innovation (3)** This course addresses the sources of creativity, innovation, and change organizations need to compete, grow, and survive. Methods for initiating, influencing, and sustaining change, as well as overcoming individual, group, and organizational resistance to change are critical insights for any organizational member. Particular areas of "managing up" and innovating in the middle of an organization are also addressed. Usually offered every fall. *Prerequisite:* upper division standing.

**MGMT-458 Business Policy and Strategy (3)** Integration of knowledge in functional areas of business and simulation of management experiences. Various methods of simulating a management environment are employed, including case studies and computerized management problems. Usually offered every term. *Prerequisite:* MGMT-201, ITEC-352 (may be taken concurrently), MGMT-353, ITEC-355, MKTG-300, IBUS-300, FIN-365, and senior standing; must be taken in one of student's last two semesters.

**MGMT-465 Negotiation (3)** This course is designed to improve negotiating skills in all phases of the negotiating process through understanding prescriptive and descriptive negotiation theory as it applies to personal and professional negotiations. In-class simulations and out-of-class assignments are employed to introduce negotiation concepts in a variety of contexts, including one-on-one, multi-party, cross-cultural, third-party, and team negotiations. Usually offered every spring. *Prerequisite:* upper division standing.

**MGMT-481 Managing Compensation Systems (3)** Surveys and analyzes basic concepts of compensation administration in private sector organizations. The foundation for wage and salary programs, methods of job evaluation, building wage and salary structures, and the legal constraints on compensation programs. *Prerequisite:* upper-division standing.

**MGMT-484 Consulting and Project Management (3)** This course provides critical skills for consulting and project management in business, government, and other organizations. It covers all dimensions of successful management consulting projects, developing and managing client relationships, project definition, building a project team, planning, analytical tools and risk analysis, project politics and communication, and managing ongoing projects. Usually offered every spring. *Prerequisite:* MGMT-353.

**MGMT-490 Independent Study Project in Management (1-3)** *Prerequisite:* upper-division standing and permission of instructor, department chair, and associate dean.

### **Graduate Courses**

**MGMT-601 Project Business Management (3)** Business decision making theories and practice appropriate to information systems development and reengineering projects involving large-scale, complex systems. Tools to facilitate monitoring and statusing of external and internal project activities, decision modeling, and evaluation of risks, opportunities, and alternative courses of action and reaction to unplanned events.

**MGMT-609 Organizational Behavior and Human Resource Management (3)** The current managerial issues involved with the behavior of individuals in organizations, including motivation; recruiting, selection and placement; leadership; performance appraisal; organizational structure; compensation; organizational culture; diversity; equal opportunity, and change. Usually offered every term.

**MGMT-611 Change and Innovation (3)** Change and innovation at individual, group, and organizational levels are critical to the survival, growth, and success of organizations. This applies to organizations that are small or large, old or new, privately held or publicly traded, profit-seeking, or non-profit. Organizations face complex environmental changes that impact their performance and respond with organizational changes such as downsizing, mergers, acquisitions, divestitures, and leadership change. This course explores the sources and processes of organizational change. Of particular importance to contemporary organizations are their choices with regard to innovation. Individual, group, and organizational creativity are explored with specific reference to product, service, process, and structural innovations.

**MGMT-621 Business Process Improvement Methodologies (3)** Examines a variety of methodologies used by management consultants, change agents, and senior managers to improve the operation of manufacturing and service firms. Includes Total Quality Management (TQM), Business Process Re-engineering, the ISO 9000 series, Knowledge Management, and Change Management. Recent advancements include contemporaneous methodologies such as process mapping, organizational learning, integrated workplace systems, etc. Usually offered every term. *Prerequisite:* FIN-605, MGMT-609, MGMT-610, and MGMT-616.

**MGMT-622 Business, Ethics, and Society (3)** The relationship between business and its stakeholders, including labor, government, and communities. Emphasis on managerial responses to business-related social and ethical problems and business performance with respect to societal and ethical standards.

**MGMT-624 Applied Strategic Management in a Global Environment (3)** Focuses on developing and applying strategic management to successfully position organizations in a competitive global environment. Course is integrated with previous course experiences to hone decision making, analysis, and oral and written communication skills. Students work in small teams to analyze a real company's external environment, perform an internal corporate audit, and build detailed action plans including implementation issues and financial forecasting. Usually offered every term. *Prerequisite:* FIN-605, ACCT-607, MGMT-609, ITEC-610, ITEC-612, MKTG-612, FIN-614, ITEC-616, IBUS-618.

**MGMT-626 Consulting Practice and Methodologies (3)** This course provides an overview of the consulting industry and the consulting process. Students gain an understanding of the consulting industry, consulting firm management, important consulting functions (proposal writing, data gathering, presenting recommendations, etc.) and the analytical tools used in consulting. Also includes client relationships, professionalism and ethics, and the consulting lifestyle. Usually offered every term. *Prerequisite:* admission to MBA program or permission of instructor.

**MGMT-633 Leading People and Organizations (3)** This course covers modern management theory and practice for planning, organizing, leading, and deploying human capital to maximize organiza-

tional and personal success. Students learn about the individual in context, including motivation, human capital planning, performance management, organizational culture, decision making and leadership of self and others. Usually offered every term.

**MGMT-634 High-Performance Teams (1.5)** Modern managers are expected to achieve synergistic workforce outcomes through planning, directing, and supporting team structures. This course teaches specific techniques for managing teams, covering team functions such as knowledge integration, acculturation, and monitoring. Students gain an explicit and experiential understanding of team management issues, both as a member and as a supervisor.

**MGMT-635 Ethics, Social Responsibility, and Governance (1.5)** Effective organizational leadership requires an understanding of ethics, social responsibility, and governance. This course focuses on understanding and articulating standards of good behavior and on developing policies and procedures to assure that standards are met.

**MGMT-661 New Venture Management in the Information Economy (3)** Identifies entrepreneurship characteristics and success and failure factors. Explores entrepreneurship and new venture management elements essential to the development of a new venture plan and the initial launching of new ventures. Students develop a new venture idea/opportunity and complete a written business plan which could be presented to a venture capitalist, banker, or other party for funding consideration. Successful strategies for managing and harvesting the new venture are developed. Usually offered every fall. *Prerequisite:* MGMT-609, MKTG-612 and FIN-614.

**MGMT-662 Managing Small and Growing Companies (1.5)** Introduces and develops sensitivity to the issues and problems of small business management and successfully managing growing companies. Explores the particular problems associated with rapidly growing entrepreneurial firms.

**MGMT-663 Managing a Family Business (1.5)** Issues facing family enterprise are addressed. Family business concerns are a unique subset of entrepreneurial, small, and growing businesses. Family business issues, family business systems, family members as employees, boundaries and succession issues are dealt with. Cases and empirical studies of family businesses engage students in family business experiences.

**MGMT-664 Entrepreneurial Leadership and Organization Creativity (3)** Leadership is a creative act, bringing change, setting direction, and focusing organizational energy. This course builds skill in thinking "outside the box" and aligning with others to enact a vision of the future. Includes empowerment of middle managers, corporation/non-profit entrepreneurship, innovation, influence, charisma, and self-management, creativity and vision exercises.

**MGMT-665 Negotiations (3)** Focuses on negotiation skills through application of prescriptive and descriptive bargaining and negotiation theory. Integrative and distributive strategies, common tactics and behaviors, negotiation personalities/styles, and ethical issues in negotiation are addressed within the context of dyadic, multi-party, cross-cultural, third-party and team negotiations. *Prerequisite:* MGMT-609.

**MGMT-666 Strategic Alliances and New Enterprises (1.5)** Strategic alliances and cooperative strategies are fundamental to many new ventures and are particularly important for Internet, information, and high-technology ventures. Entrepreneurs and exec-

vities need to understand the range of strategies available, their trade-offs, and how they fit into the portfolio of techniques to grow a new venture and achieve superior returns.

**MGMT-685 Topics in Management (1.5-3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics may include current managerial challenges, institutional change, interorganizational issues. Offered irregularly.

**MGMT-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**MGMT-691 Internship (1.5)** *Prerequisite:* permission of instructor and department chair. *Note:* may be taken pass/fail only.

**MGMT-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**MGMT-730 Performance Management (3)** Review of theory and practice of designing performance appraisal systems. Focuses on task analysis, setting of objectives, selection of rating techniques, appeals procedures and use of the result of performance appraisal systems. Managing the introduction, use, and maintenance of performance appraisal systems. Introducing, tailoring, and integrating the performance appraisal system with other human resource management systems. *Prerequisite:* MGMT-609.

**MGMT-731 Compensation Systems (3)** Analysis of concepts and practices of compensation administration in organizations. Wage and salary programs, methods of job evaluation, building wage and salary structures and the legal constraints on the wage and salary administrators and on compensation programs. *Prerequisite:* MGMT-609.

**MGMT-735 Employment Law and the World Economy (3)** Examines the rights and responsibilities of employees and employers in the United States as framed by statute and judicial interpretations and considers the influence of international organizations and multinational corporations in the development of labor standards. Compares the labor provisions of the North American Free Trade Agreement, European Economic Community, and similar trading regimes. *Prerequisite:* MGMT-609.

**MGMT-738 Workforce Planning (3)** The current theories, techniques, and applications of human resource planning in the context of overall organizational strategy, including strategic planning, work design, workforce analysis, information systems, strategic requirements analysis, planning methodologies, implementation and action programming, feedback, control, and evaluation. *Prerequisite:* MGMT-609.

## Business: Marketing

### Undergraduate Courses

**MKTG-250 Fundamentals of Marketing and Business for Communications (3)** This course provides an introduction to the fundamentals of marketing and business relevant to media and communications. Includes an overview of the principles of marketing, the business environment, and business strategy and an introduction to microeconomics and financial statements. Usually offered every fall.

**MKTG-300 Principles of Marketing (3)** Introduction to marketing decision making in business and nonprofit organizations. Particular attention is devoted to analysis of customer needs; segmenting markets; and developing product, promotion, pricing, and distribution strategies. Relationships between consumers,

business, and government are explored. Usually offered every term. *Prerequisite:* ECON-200 and upper-division standing.

**MKTG-301 Consumer Behavior (3)** Study of marketing, psychology, sociology, and cultural anthropology to determine motivations for product purchases. A multimedia approach is used to illustrate the use of behavioral science theory to create new products and promotional campaigns. Students learn to analyze consumer decisions for products or services and to determine effectiveness of information provided by government and charitable organizations. Usually offered every term. *Prerequisite:* MKTG-300 or MKTG-250.

**MKTG-302 Marketing Research (3)** Study of research tools used to aid marketing decision making. Considers definition of research problems, selection of projects, and analysis of data. Execution of a consumer survey is a major component of the course. Students use computers to analyze research data. Usually offered every term. *Prerequisite:* MKTG-300 or MKTG-250, and STAT-202.

**MKTG-311 Internet Marketing (3)** Analysis of the Internet's impact on marketing decision making. Includes Internet marketing strategy, electronic markets, customer purchase behavior, Internet marketing ethics, and the impact of the Internet on product development, promotion, pricing, and distribution strategies. Attention is devoted to integrating on-line and off-line marketing strategies. Usually offered every term. *Prerequisite:* MKTG-300 or MKTG-250.

**MKTG-391 Internship in Marketing (1-6)** Provides students with the opportunity to blend practical business work experience with academic study. The academic workload varies depending on the internship credit to be earned. *Prerequisite:* MKTG-300 or MKTG-250, 6 additional credit hours in business courses, and permission of instructor and department chair.

**MKTG-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* MKTG-300 or MKTG-250, 6 additional credit hours in business courses, and permission of department chair and Cooperative Education office.

**MKTG-402 Marketing Strategy (3)** Analysis of current marketing management issues. Students develop a marketing plan for an outside organization, analyze case studies, and participate in computer simulation exercises. Usually offered every term. *Prerequisite:* MKTG-300 or MKTG-250, MKTG-302, and ACCT-241.

**MKTG-411 Advertising and Marketing Communications Management (3)** The role of advertising, public relations, personal selling, and sales promotion in business. Emphasis on how promotional campaigns are planned, created, and budgeted, and how these campaigns can inform buyers, change attitudes, and increase sales. Usually offered every term. *Prerequisite:* MKTG-301 (may be taken concurrently) and upper-division standing.

**MKTG-412 Advertising and Promotion Campaigns (3)** Development of an advertising campaign for a client. Includes formulation of advertising strategy, media planning, media buying, creative execution, and campaign evaluation. Usually offered every term. *Prerequisite:* MKTG-411 and upper-division standing.

**MKTG-421 Brand Management (3)** Students explore brand-building and brand management for products, services, and organizations. This highly-interactive course focuses on the strategies decisions and challenges faced by brand managers. Emphasis is placed on experience with proven strategies for building brands in the competitive marketplace, on the decisions and options faced by brand managers, and on the necessary tools to manage brands. Students construct the brand concept for a new advantage, create brand identity, and build brand equity over time. Usually offered every term.

**MKTG-431 Direct Response Marketing (3)** Examination of direct marketing tools, such as direct mail, direct-response broadcast and print advertising, and telemarketing. Use of database technology to target prospective customers, and review of direct marketing in specific industries such as financial, retail, political, and fund-raising. Usually offered every spring *Prerequisite:* MKTG-300 or MKTG-250.

**MKTG-490 Independent Study Project in Marketing (1-3)** *Prerequisite:* MKTG-300 or MKTG-250, and MKTG-302.

### Graduate Courses

**MKTG-612 Marketing Management (3)** An introduction to current marketing management techniques and the tools necessary for effective marketing decision making. Global perspective on marketing management and international marketing issues. Interactive learning techniques include the case method and active class participation. Issues including ethics, minorities, and the ecological environment are incorporated. Course content requires familiarity with micro economics theory, basic concepts of accounting, and Quattro-Pro or similar spreadsheet program. *Prerequisite:* ACCT-607 and FIN-605.

**MKTG-632 Fundamentals of Marketing (3)** This course provides students with an introduction to the fundamental principles of marketing needed for business, both profit and non profit. Includes an overview of the principles of marketing; an introduction to microeconomics and basic accounting concepts; and a summary of the marketing environment and marketing strategy. Usually offered every term.

**MKTG-685 Topics in Marketing (1.5-3)** Topics vary by section, may be repeated for credit with different topic. In depth coverage of rotating topics including qualitative and quantitative research methods on the Internet, web site design for e-marketing, etc. Offered irregularly. *Prerequisite:* MKTG-612.

**MKTG-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair and MKTG-612.

**MKTG-691 Internship (1.5)** *Prerequisite:* permission of instructor and department chair and MKTG-612. *Note:* may be taken pass/fail only.

**MKTG-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**MKTG-750 Internet Marketing Management (1.5)** Using the Internet as an implementation tool for business and marketing strategy. Provides an overview of web and commerce technologies, but the focus of the course is on marketing applications of the Internet, including distribution, commerce, advertising, public relations, and other "stakeholder" relations. A technical background is not required, but students develop an understanding of technical aspects of the Internet relating to marketing strategy. Usually offered every fall. *Prerequisite:* MKTG-612.

**MKTG-752 Relationship Marketing on the Internet (1.5)** Examination of building and maintaining relationships with customers, suppliers, employees, and the public through the Internet; partnering with other brands or web sites and developing online communities to communicate directly with key segments; and using continuous customer service surveys to monitor and benchmark performance. Emphasis on web site development and software to develop one-to-one relations. Includes guest speakers

and software demonstrations. Usually offered every summer. *Prerequisite:* MKTG-612.

**MKTG-754 Database Marketing (1.5)** In contrast to traditional mass marketing approaches where firms market to large segments of consumers, database marketing uses individual level customer data (e.g., name, address, age, income, date and dollar amount of last purchase) to tailor marketing programs to individual customers. These individual level data are used to better understand customer behavior, to more effectively segment, target, and serve the marketer's customers, and to identify new, promising prospects. Usually offered every fall. *Prerequisite:* MKTG-612.

**MKTG-755 Geodemographic Market Analysis (1.5)** How to segment markets more precisely to use marketing resources more effectively. The availability and characteristics of public data (such as Census Bureau) and proprietary data (such as Simmons MRB and Nielson), and how the information from these sources may be merged to provide valuable insights about customer behavior. Using software tools to better understand current and prospective customers, including where they live and their lifestyles, to more effectively segment markets, determine product mixes, design messages, and develop media plans. Usually offered every fall. *Prerequisite:* MKTG-612.

**MKTG-757 Qualitative and Survey Research for Marketing Decisions (3)** An overview of qualitative and survey research marketing tools including focus groups, content analysis, and survey research using traditional and online methods. The course covers research design, sampling, questionnaire design, and basic statistics (means, cross-tabulations, chi-squared, multiple regression) using SPSS. Students design, conduct, analyze, and prepare a report for both a focus group and an on-line survey. Usually offered every fall. *Prerequisite:* MKTG-612.

**MKTG-761 Buyer Behavior (1.5)** Analysis of the psychological foundations of consumer behavior and implications for marketing strategy, including consumer perception, attention, comprehension, and memory; attitudes and attitude-behavior relationships; information integration and decision making; and behavior modification perspectives. *Prerequisite:* MKTG-612.

**MKTG-762 Integrated Marketing Communication (3)** Survey of issues and techniques in integrated marketing communication (IMC). The course covers foundation issues, general strategic issues, and specific IMC vehicles and techniques. Includes the role of the "brand" in IMC, the role of consumer behavior, setting objectives, creative planning and implementation, direct marketing, advertising, sales promotions, sponsorship, and campaign effectiveness. *Prerequisite:* MKTG-612.

**MKTG-764 Survey Methods in Marketing Research (1.5)** Focuses on conducting marketing research surveys and analyzing data from marketing research studies. Students design questionnaires, choose appropriate statistical techniques for analyzing marketing research data, and use computer software (SPSS) to analyze data. Statistical applications include chi-square analysis, t-tests, analysis of variance, and simple/multiple regression. *Prerequisite:* MGMT-610 and MKTG-612.

**MKTG-765 Marketing Strategy (3)** This course views marketing as both a central part of a firm's business function and as an orientation for the firm. Issues such as market analysis, segmentation, and product positioning for strategic advantage are covered, in addition to formulating and executing strategy in light of market growth oppor-

tunities and partner relationships. The course uses a mix of case and reading discussions and a competitive strategy simulation to enhance student skills and understanding of marketing strategy. Usually offered every fall. *Prerequisite:* MKTG-612.

**MKTG-766 Qualitative Methods in Marketing Research (1.5)** This course emphasizes focus groups and depth interview data interview data collection methods in marketing research. Students prepare a moderator's guide, conduct a focus group and depth interviews, analyze qualitative data, and write a qualitative research report. Also includes an introduction to the marketing research process, research design, and the use of secondary data.

## Multimedia Design and Development

### Undergraduate Courses

**MMDD-200 Multimedia I (3)** An introduction to all aspects of multimedia design and development including: interface analysis and design, applications of multimedia, authoring techniques and tools, and legal issues. Teamwork is emphasized. Usually offered every spring. *Prerequisite:* ARTS-225.

**MMDD-205 Introduction to Multimedia History and Theory (3)** This course provides an understanding of the emerging field of multimedia: its history, aesthetics, technologies, trends, and socio-cultural aspirations. Central to this analysis is an overview of key concepts for interpreting contemporary new media forms and their impact on the arts. Usually offered every fall.

**MMDD-300 Multimedia Authoring (3)** Application of multimedia design and production techniques that focus on authoring and the integration of media elements, including image, sound, animation, video, and text. Emphasis is placed on the expressive potential of multimedia and the exploration of new experimental forms through an understanding of the evolving paradigms of the medium. Usually offered every spring.

**MMDD-350 Composing with Media (3)** This course introduces compositional techniques for the application of real-time and interactive time-based forms in new media. Strategies and methodologies drawn from music composition, performance art, theater, film, and video are applied to the creation of installation, sculptural, and live performance projects. Usually offered every spring. *Prerequisite:* ATEC-101, COMM-331, GDES-220, and MMDD-205, or permission of instructor.

**MMDD-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* completion of 36 credit hours of multimedia program, and permission of program coordinator and Cooperative Education office.

**MMDD-400 Multimedia II (3)** Application of current methods for developing multimedia presentations including cultural, technical and creative aspects such as writing for multimedia, the impact of music, voice, and motion on viewer perceptions, virtual reality and multimedia, storage technologies, budgeting, project planning and team management, and advanced tools for multimedia development. Usually offered every fall. *Prerequisite:* MMDD-200.

**MMDD-405 Multimedia Thesis (3)** The course emphasizes an understanding of process, including research, design, production, and presentation in a variety genres and platforms relevant to multimedia. Students are responsible for the conceptualization and creation of advanced multimedia projects that take full advantage of the aesthetic and technological potential of the medium. Usually offered every fall. *Prerequisite:* MMDD-300 and MMDD-350, or permission of instructor.

**MMDD-420 Multimedia Research and Development (3)** Prepares multimedia design and development students for practicum (MMDD-460) and capstone projects. Students explore current topics in multimedia and its applications, experiment with new techniques of design, communication, and technology, and construct formal analyses and proposals for their practicum/capstone project. Also explores multimedia application domains. Usually offered every fall. *Prerequisite:* MMDD-400.

**MMDD-450 Multimedia III (3)** Advanced multimedia concepts including: psychological impacts of multimedia, developing distributed multimedia, multimedia-supported collaborative work, speech and multimedia, and application-centric designs. Also covers advanced features of multimedia tools as well as integration of commercial software suites into multimedia applications. Teamwork is emphasized. Usually offered every spring. *Prerequisite:* MMDD-400.

**MMDD-460 Multimedia Practicum (3)** Immersion into current methods for designing and developing multimedia projects and application of those methods to a comprehensive project. The practicum is a culmination of the formal methods learned in the classroom, the co-op/internship experience, and the research and development work from MMDD-420. Individuals and teams complete all aspects of a major project and demonstrate the results of their work in a final presentation. Usually offered every spring. *Prerequisite:* MMDD-400 and MMDD-420.

**MMDD-490 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and program coordinator.

**MMDD-491 Multimedia Internship (3)** An immersion into contemporary concepts and practice of multimedia forms. Students work on an internship project in conjunction with MMDD-405 with regular critiques and discussion of internship work that emphasizes aesthetic, social, cultural, and technological issues relevant to multimedia practice. *Prerequisite:* MMDD-405, and permission of instructor and program coordinator.

## Performing Arts: Applied Music

### Undergraduate Courses

**MUS-001 Applied Music Performance Lab (0)** Required weekly performance lab provides students enrolled in private instrument or vocal study the opportunity to perform before their peers and public, or to hear guest performers and lectures. *Prerequisite:* must be taken concurrently with MUS-121, MUS-122, MUS-334, or MUS-434.

**MUS-100 Class Instrumental Study (1)** Beginning study in piano. Prepares the beginning student for private study. May be repeated for credit for a second semester at a more advanced level. Usually offered every term.

**MUS-101 Class Vocal Study (1)** Basic principles of singing. Prepares the beginning student for private study, for more effective choral singing, etc. May be repeated for a second semester at a more advanced level. Usually offered every term.

**MUS-121 Private Instrumental or Vocal Study (1)** One half hour per week private instruction in voice, guitar, conducting, and keyboard, string, woodwind, brass, and percussion instruments. May be repeated for credit. *Prerequisite:* major or minor in Performing Arts or participation in instrumental ensembles, and permission of department; must be taken concurrently with MUS-001

**MUS-122 Private Instrumental or Vocal Study (2)** One hour per week private instruction in voice, guitar, conducting, and keyboard, string, woodwind, brass, and percussion instruments. May be re-

peated for credit. *Prerequisite:* major or minor in Performing Arts or participation in instrumental ensembles, and permission of department; must be taken concurrently with MUS-001

**MUS-334 Private Instrumental or Vocal Study (4)** Junior performance honors. Full recital required. *Prerequisite:* audition and permission of department chair; must be taken concurrently with MUS-001

**MUS-434 Private Instrumental or Vocal Study (4)** Senior performance honors. Full recital required. Usually offered every term. *Prerequisite:* audition and permission of department chair; must be taken concurrently with MUS-001

#### Graduate and Advanced Undergraduate Courses

**MUS-021/MUS-022 Private Instrument (0)** Students may enroll in noncredit private study for voice, piano, organ, guitar, or other orchestral instruments, for either  $\frac{1}{2}$  hour (MUS-021) or one hour (MUS-022) per week. *Prerequisite:* permission of department chair.

**MUS-534 Studio Accompanying (2)** Provides piano students with practical studio experience with singers and instrumentalists; includes two supervised hours (lessons) and four preparation hours per week. May be repeated for credit. *Prerequisite:* audition consisting of sight-reading and two songs handed out a week in advance.

#### Graduate Courses

**MUS-791 Private Instrumental or Vocal Study (1)** One half hour per week private instruction in voice, guitar, conducting, and keyboard, string, woodwind, brass, and percussion instruments. May be repeated for credit. *Prerequisite:* admission to Performing Arts degree program or participation in instrumental ensembles, and permission of department.

**MUS-792 Private Instrumental or Vocal Study (2)** One hour per week private instruction in voice, guitar, conducting, and keyboard, string, woodwind, brass, and percussion instruments. May be repeated for credit. *Prerequisite:* admission to Performing Arts degree program or participation in instrumental ensembles, and permission of department.

## Performing Arts: Music, Theatre, Dance, and Arts Management

#### Undergraduate Courses

**PERF-102 Modern Dance I (3)** Students learn interrelationships between dance and society, which form the context for movement expression. Skill development is accompanied by a study of twentieth century choreographers and the social conditions shaping their artistry. Readings, videos, concerts, classwork, written work, and work in technique enhance participants' knowledge. Usually offered every term.

**PERF-103 Beginning Jazz Dance (3)** Study of jazz as a form emerging from African immigrant encounters with American society. The development of jazz dance in America covers the history of minstrels, vaudeville, and music theater. Technique development is augmented by readings, videos, readings, concerts, and written papers. Usually offered every term.

**PERF-104 Beginning Ballet (3)** Study of ballet from the sixteenth century European courts, as a form expressing the power and hierarchy of various monarchs, to its contemporary manifestations. Readings, videos, and concerts provide a social context while development of technical skill helps cultivate proficiency and understanding. Usually offered every term.

**PERF-108 Beginning Tap Dance (3)** Study of tap's emergence as a cross-cultural integration of Irish and African forms in the United States and of its development as a creative expression for urban African Americans. Technical development is augmented by readings, videos, concerts and written papers. Usually offered every term.

**PERF-109 Dance Practicum (1)** May be repeated for credit; dance technique must be different for each credit hour. Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit dance course at the 100 level. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

**PERF-110/PERF-110G Understanding Music 1:1 (3)** An introduction to musical language through listening and comprehension. The fundamentals of acoustics, melody, harmony, form, texture, and color in a wide range of music from ancient and global music to European concert music. Includes listening and concert attendance requirements. Usually offered every term.

**PERF-115/PERF-115G Theatre: Principles, Plays, and Performance 1:1 (3)** An overview of the principles of drama from the ancient Greeks to contemporary society. The class draws on theatre history and social context, the reading of great literature, critical analyses, and artistic exploration to culminate in the experience which is the essential element of the art itself—performance. Usually offered every term.

**PERF-120 Music Fundamentals (3)** Introductory study of musical notation and theory including rhythm, intervals, scales, keys, chords, and musical forms. Usually offered every fall.

**PERF-124 Harmony 1 (3)** The principles of part-writing and harmonic progression through compositional and analytical work in which students harmonize given melodies or basses. Materials are limited to tonal music, triads and seventh chords with their inversions, cadences, harmonic progression, and simple modulations. Usually offered alternate falls. *Prerequisite:* PERF-120 or equivalent experience in music.

**PERF-125 Harmony II (3)** A continuation of part-writing and harmonic progression through compositional and analytical work. Materials include more complex structures, chromatically altered chords, and modulation to distant keys. Usually offered alternate springs. *Prerequisite:* PERF-124.

**PERF-142 University Chorus (1)** Prepares and presents major works of the choral and choral-orchestral literature. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-143 University Singers (2)** Small, highly select choral ensemble which prepares and presents advanced literature appropriate to a chamber ensemble. Rehearsals are also dedicated to appropriate pre-professional training of ensemble vocalists. Includes occasional tours and off-campus performances. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-144 University Orchestra (1)** Prepares and presents works of orchestral literature, occasionally in collaboration with the AU Chorus and other Department of Performing Arts ensembles. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-145 Chamber Ensembles (1)** String, mixed, and wind ensembles which prepare and present selected chamber music literature. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-146 Jazz Ensemble (1)** Prepares and performs selected jazz works including standards, traditional big band era arrangements, and charts of more progressive, international, and fusion styles. Ensemble works in both big band and small combo format. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-150 Pep Band (1)** May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-161 Gospel Choir (1)** Prepares and presents works of gospel vocal and choral literature. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-181 Stage Make-Up (1)** Basics of stage make-up: make-up material, make-up lists, color charts, facial anatomy, and corrective make-up. Usually offered alternate springs.

**PERF-200/PERF-200G Dance and Society 1:2 (3)** Students learn about the cultural importance of dance throughout history, including its ritual, social, and theatrical functions. Students discover the diverse ways and cultural contexts in which people express fundamental experiences and emotions through dance. Usually offered every spring. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**PERF-202 Modern Dance II (3)** Continuation of PERF-102. Study of additional choreographers and the social context of their work. Skill development is augmented by readings, videos, concerts and written papers, promoting and understanding of the role of dance as a form of creative expression that gives insight into society. Usually offered alternate falls. *Prerequisite:* PERF-102 or permission of instructor.

**PERF-203 Intermediate Jazz Dance (3)** Continuation of PERF-103. Analysis of jazz as an integral part of a creative expression in America and as developed by choreographers in a variety of twentieth century dances. Technical work is augmented by readings, videos, concerts, and written papers. Usually offered every term. *Prerequisite:* PERF-103 or permission of instructor.

**PERF-204 Intermediate Ballet (3)** Development of technical skills and performance ability in classical ballet vocabulary. Usually offered alternate years. *Prerequisite:* PERF-104 or permission of instructor.

**PERF-205/PERF-205G Masterpieces of Music 1:2 (3)** Listening to and analyzing masterpieces of Western music from the Middle Ages to the present day. The course includes a variety of genres and styles with background study into the historical era and particular composers. Usually offered every spring. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**PERF-208 Intermediate Tap Dance (3)** Study of the impact of segregation on the development of tap and the form's resurgence in the 1970s as a corollary to the civil rights movement. Also, the use of tap by contemporary artists. Technical development is augmented by readings, videos, concerts, and papers. Usually offered every term. *Prerequisite:* PERF-108 or permission of instructor.

**PERF-209 Dance Practicum (1)** May be repeated for credit; dance technique must be different for each credit hour. Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit course at the 200 level. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

**PERF-210/PERF-210G Greatness in Music 1:2 (3)** Study of the concept and meaning of greatness in music through the Western clas-

sical canon, world music, vernacular and popular music, and performance. Readings and lectures examine the aesthetic criteria for greatness in each area and offer students an opportunity to evaluate and critique diverse genres of music. Course readings are drawn not only from music but also other arts. Usually offered every fall. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G.

**PERF-215/PERF-215G Opera on Stage and Film 1:2 (3)** Classics of operatic repertoire. Through readings, viewing videotapes, and attending live productions, students confront the literary sources, dramatic and musical structures, cultural forces, and the social, political, and historical environments that shaped the works and gave them life. Usually offered every spring. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G

**PERF-220/PERF-220G Reflections of American Society on Stage and Screen 1:2 (3)** Artistic and cultural developments and societal phenomena as reflected in stage, film, and television performance in the twentieth century United States. By reading the written versions and viewing the productions, students investigate and analyze the relationships between the creative artists, their produced works, and the societal contexts within which they originated. Usually offered every term. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G

**PERF-225/PERF-225G The African American Experience in the Performing Arts 1:2 (3)** African American contributions to uniquely American forms and institutions in the performing arts. The course examines the artistic and cultural implications of these forms—from minstrelsy, vaudeville, and tap dance to jazz, blues, and gospel—set against the societal phenomena that shaped them, as well as the influence of African Americans on the broad range of performing arts genres, including musical theatre, drama, comedy, dance, and film. Usually offered every fall. *Prerequisite for General Education credit:* ARTS-100G or LIT-105G or PERF-110G or PERF-115G

**PERF-226 Improvisation (3)** Introduction to the basic proficiency and techniques of improvising on literature of jazz standards. *Prerequisite:* music major or minor, or permission of instructor.

**PERF-227 Musicianship I (3)** The practical techniques of reading, hearing, sight singing, playing, and conducting simple (diatonic) musical materials and the methods by which those tasks are accomplished. Includes lab work in keyboard skills, conducting, score reading, and improvisation. Usually offered every fall. *Prerequisite:* PERF-120 or equivalent musical experience.

**PERF-228 Musicianship II (3)** The continuation of reading, sight singing, playing, and conducting scores into chromatic and modal materials. Includes lab work in keyboard skills, conducting, score reading, and improvisation. Usually offered every spring. *Prerequisite:* PERF-227 or equivalent musical experience.

**PERF-251 Fundamentals of Acting I (3)** Beginning performance skills for actors, including elementary scene study, stage movement, and role analysis. Usually offered every term.

**PERF-252 Fundamentals of Acting II (3)** A continuation of study in beginning performance skills for actors. Includes scene study, textual analysis, and character exploration. Usually offered every term. *Prerequisite:* PERF-251 or permission of instructor.

**PERF-260 Principles of Production I (4)** Techniques of stagecraft including scenery, properties, lighting, and sound, along with theatrical production philosophy and organization and an overview of the process of design. Mandatory lab sessions provide experience in sce-

nic construction, basic electricity and stage lighting, and live-performance support. Usually offered every fall.

**PERF-261 Principles of Production II** (4) Continuation of PERF-260. Concentrates on the artistic concepts of technical production and how production concepts are realized in stage performance. Usually offered every spring. *Prerequisite:* PERF-260.

**PERF-265 Theatre Practicum I** (1) Topics vary by section, may be repeated for credit with different topic. Provides the student with practical experience in designated areas of technical theatre: set construction and lighting, costume, public relations, and stage management. Usually offered every term.

**PERF-302 Modern Dance III** (3) Continuation of PERF-202. Study of choreographers and their social context augmented by readings, videos, concerts, and written papers. Advanced technical development and artistry emphasized. Usually offered every term. *Prerequisite:* PERF-202 or permission of instructor.

**PERF-303 Modern Dance IV** (3) Continuation of PERF-302. Study of choreographers and their social context augmented by readings, videos, concerts, and written papers. Advanced technical development and artistry emphasized. Usually offered every term. *Prerequisite:* PERF-302 or permission of instructor.

**PERF-305 History and Philosophy of Dance Topics** (3) Topics vary by section, may be repeated for credit with different topic. Rotating topics examine periods within past and recent history of dance, with attention given to how an era can be read differently depending on the socio-cultural lens. Topics include early modern dance, romantic and neo-romantic ballet, Judson dance era, and the influence of the African diaspora. Usually offered every spring.

**PERF-309 Dance Practicum I** (1) May be repeated for credit; dance technique must be different for each credit hour. Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the three credit dance course at the 300 level. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

**PERF-320 History of Rock Music** (3) A stylistic examination of rock music from its origins to the present. Movements studied within a context of culture and society include blues, R&B, rockabilly, the folk revival, soul, doowop, the Motown sound, beach music, British rock, acid rock, hard rock, metal, disco, punk, grunge, and hip-hop. Usually offered every fall.

**PERF-321 Evolution of Jazz and Blues** (3) Cultural sources and growth of divergent stylistic characteristics of jazz and blues through the past hundred years. Usually offered every fall.

**PERF-322 History of Music I: From Antiquity to 1750** (3) Historical survey of music in Western civilization, from antiquity and the Middle Ages (c. 1400), through the Renaissance (c. 1400-1600) and the baroque era (c. 1600-1700). The course focuses on the origins and evolutions of genres, styles, and forms in which the music is examined within a social and cultural context. Meets with PERF-622. Usually offered alternate springs. *Prerequisite:* PERF-125 or permission of instructor.

**PERF-323 History of Music II: From 1750 to the Present** (3) Historical survey of music in Western civilization, from the pre-classical and classical (c. 1750-1800), through the romantic (c. 1800-1900) and modern eras (c. 1900-present). The course focuses on the origins and evolutions of genres, styles, and forms in which the music is examined within a social and cultural context. Meets with PERF-623.

Usually offered alternate springs. *Prerequisite:* PERF-125 or permission of instructor.

**PERF-324 Form and Analysis** (3) Exploration of the structural principles of tonal music from the Baroque to the early twentieth century. Examines the interaction of harmony and melody in form. Includes sonata, rondo, song form, and binaries. Usually offered alternate falls. *Prerequisite:* PERF-125.

**PERF-325 Counterpoint** (3) The study of contrapuntal writing from tonal sources including the invention, chorale-prelude, and fugue through analysis and composition of examples. Also includes invertible counterpoint and canon. Usually offered alternate springs. *Prerequisite:* PERF-324.

**PERF-326 Orchestration** (3) Scoring for various chamber ensembles and full orchestra. Analysis of the orchestration of composers from the classical era to the present. Meets with PERF-626. Usually offered alternate springs. *Prerequisite:* PERF-125 or permission of instructor.

**PERF-331 Music Technology I** (3) Familiarizes students with the creative use of new sound technology (synthesizers, computers, etc.). The course covers, with hands-on experience, the techniques applied in music composition and/or performance on an elementary level. Usually offered alternate falls.

**PERF-332 Music Technology II** (3) A continuation of PERF-331. Covers the principles of electronic music composition and analysis of performance styles. The course focuses on actual composition and performance of works created by students. Usually offered alternate springs. *Prerequisite:* PERF-331.

**PERF-340 From Scene into Song** (3) Focuses on the theoretical and experiential exploration of the component skills necessary for the music theatre form. Students acquire skills for application to the difficult aesthetic task of vocal delivery combined with a portrayal of a believable character. Usually offered every spring. *Prerequisite:* PERF-227, PERF-228, and PERF-251.

**PERF-342 Vocal Techniques for Music Theatre** (3) Offers students the opportunity to learn about the function, anatomy, care, and use of the vocal instrument. Includes the psychological aspects of singing, posture and breathing, phonation, resonance and vocal quality, articulation, vocal problems, diction, spontaneity, and artistry. Usually offered alternate falls. *Prerequisite:* PERF-227, PERF-228, and PERF-251.

**PERF-346 Survey of Music Theatre** (3) An overview of the historical development of music theatre from its earliest beginnings to the 1980s. Students view films and listen to music, analyzing the work of important composers and librettists. Important operatic milestones are included and their musical influence on the genre analyzed. European roots are studied. Usually offered alternate falls.

**PERF-350 Fundamentals of Acting III** (3) An intermediate-level acting class focusing on character analysis within the scene and within the play. Class discussion, instructor critique, improvisation, and vocal and physical warm-up are emphasized. Usually offered alternate falls. *Prerequisite:* PERF-251 and PERF-252 or permission of instructor.

**PERF-355 Speech and Voice for the Theatre** (3) For theatre majors concerned with developing effective techniques of voice and diction. Usually offered every spring.

**PERF-356 Diction for Singers (3)** An introduction to the diction rules required for lyric (sung) Italian, French, and German, and application of those rules through practical application in songs, arias, and vocal chamber music. International Phonetic Alphabet (IPA) is introduced and used to assist students in learning consistent foreign language and as a tool for additional communication among singers, teachers, and coaches when discussing questions of lyric diction. Usually offered alternate springs.

**PERF-362 Lighting Design (3)** Lighting technology, electrical theory, and the design of lighting as an integral part of the performing arts. Usually offered alternate springs. *Prerequisite:* PERF-260 or permission of instructor.

**PERF-364 Basics of Scene and Costume Design (3)** Introductory course dealing with the technical and artistic aspects of scene and costume design. Draws on the fine arts, architecture, history, critical analysis, and the student's own artistic exploration to facilitate an understanding of how these are applied to stage production. Usually offered every spring.

**PERF-365 Theatre History I: From the Greeks to the Renaissance (3)** The historical pattern of drama as an art form and the social function of the theatre from its earliest appearance through the Renaissance. Meets with PERF-665. Usually offered every fall.

**PERF-366 Theatre History II: From Baroque to the End of the Nineteenth Century (3)** The historical pattern of drama as an art form and the social function of the theatre from the baroque to the present. Meets with PERF-666. Usually offered alternate springs.

**PERF-367 Theatre History III: Twentieth Century (3)** American and world drama of the twentieth century. Meets with PERF-667. Usually offered alternate springs.

**PERF-390 Independent Reading Course in Performing Arts (1-6)** *Prerequisite:* permission of instructor and department chair.

**PERF-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**PERF-398, PERF-399 Honors, Junior Year (1-6), (1-6)** May be repeated for credit. Usually offered every fall and spring. *Prerequisite:* permission of department chair and honors director.

**PERF-404 Advanced Ballet (3)** Continuation of PERF-204. Emphasis on development of artistry and complexity of skills and movement combinations. Advanced readings and written work on contemporary ballet as a reflection of society. Meets with PERF-604. Usually offered every fall and spring. *Prerequisite:* PERF-204 or permission of instructor.

**PERF-409 Dance Practicum (1)** May be repeated for credit; dance technique must be different for each credit hour. Provides the student with the opportunity to continue his/her current level of dance technique course. Student may register for practicum only if he/she has completed the 3 credit dance course at the 400 level. Usually offered every term. *Prerequisite:* completion of equivalent 3 credit dance technique course and permission of the director of dance.

**PERF-411 Composition of Dance I (3)** Introduction to the vocabulary and techniques of choreography. Students create their own choreographies. Meets with PERF-611. Usually offered alternate years. *Prerequisite:* permission of instructor.

**PERF-412 Composition of Dance II (3)** Continuation of PERF-411. Meets with PERF-612. Usually offered every spring. *Prerequisite:* PERF-411 or permission of instructor.

**PERF-415 Psychology of Music (3)** This interdisciplinary course focuses on the cognitive processing of music – how it is sensed, perceived, remembered, and interpreted at both micro and macro levels. Includes music therapy, performance anxiety, developmental and cross-cultural perspectives, and neurological aspects. Meets with PSYC-415. Offered irregularly. *Prerequisite:* PERF-120 or equivalent music experience and two psychology courses.

**PERF-435 Topics in Music (3)** Topics vary by section, may be repeated for credit with different topic. Topics include the study of a stylistic area such as orchestral, chamber, opera, American, folk, and twentieth-century music, or specific studies in analysis, technique, performance practices, music philosophy, and aesthetic theory. Meets with PERF-635. Usually offered every spring.

**PERF-440 Stage Management (3)** Gives the student a broad overview of stage management and related production management theory, with concentration on rehearsal and performance management techniques. Usually offered alternate springs.

**PERF-445 Senior Capstone (3)** Provides theatre, music theatre, and music majors with a comprehensive integrative seminar and guides the student to the realization of a creative capstone project. Builds upon the foundation of theory and experience acquired throughout the undergraduate years. Usually offered every spring.

**PERF-450 Rotating Topics in Theatre (1-3)** Topics vary by section, may be repeated for credit with different topic. Designed for advanced undergraduate students who wish to continue theatre studies. Emphasis on approaches to performance material and preparation techniques for improvisation, advanced acting styles, children's theatre, creative dramatics, Shakespeare, stage management, music theatre, directing methodologies, auditioning and monologue preparation and other selected topics. Meets with PERF-650. Usually offered every term. *Prerequisite:* permission of instructor.

**PERF-490 Independent Study Project in Performing Arts (1-6)** *Prerequisite:* permission of instructor and department chair.

**PERF-491 Performing Arts: Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**PERF-498, PERF-499 Honors, Senior Year (1-6), (1-6)** May be repeated for credit. Usually offered every fall and spring.

#### Graduate and Advanced Undergraduate Courses

**PERF-504 African Dance (3)** Students learn the inter-relationship between movement and sound, creative expression, and community in African dance. Readings, videos, concerts, and class discussions enhance participants' knowledge of traditional African society, while providing a context for cross-cultural understanding. Usually offered every fall.

**PERF-506 The Moving Body (3)** The practical application of anatomy and kinesiology to performance work in dance, music, and theatre. Warm-up exercises, injury prevention, sports, and everyday activities are also covered. Usually offered every fall. *Prerequisite:* permission of instructor.

**PERF-507 Principles of Movement (3)** Principles of Movement is a system of analysis for describing and understanding the qualitative aspects of movement. Students learn to expand their movement vocabulary, both spatially and dynamically, and to develop

their verbal skills in observing and describing dance. Usually offered every spring.

**PERF-542 University Chorus (1)** Prepares and presents major works of the choral and choral-orchestral literature. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-543 University Singers (2)** Small, highly select choral ensemble which prepares and presents advanced literature appropriate to a chamber ensemble. Rehearsals are also dedicated to appropriate pre-professional training of ensemble vocalists. Includes occasional tours and off-campus performances. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-544 University Orchestra (1)** Prepares and presents works of orchestral literature, occasionally in collaboration with the AU Chorus and other Department of Performing Arts ensembles. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-545 Chamber Ensembles (1)** String, mixed, and wind ensembles which prepare and present selected chamber music literature. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-546 Jazz Ensemble (1)** Prepares and performs selected jazz works including standards, traditional big band era arrangements, and charts of more progressive, international, and fusion styles. Ensemble works in both big band and small combo format. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-550 Pep Band (1)** May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-552 Directing Techniques (3)** A studio course providing training in the foundations of directing for the theatre by applying various directorial theories, forms of play analysis and types of staging to particular scripts. Usually offered every fall. *Prerequisite:* PERF-115, PERF-251, and PERF-260 or permission of instructor.

**PERF-555 Acting IV: From Stage to Screen (3)** On-camera work is an essential part of performance. This course in the foundational acting sequence provides students with concrete performance work which focuses on the techniques necessary to transform a stage performance into one appropriate to film or video. Usually offered every spring. *Prerequisite:* PERF-251, PERF-252 and PERF-350 or permission of instructor.

**PERF-556 Acting V: Audition Techniques (3)** Students cultivate an understanding of the realities of the marketplace and necessary techniques for professional acting. The focus is on acquisition of skills for the auditioning process and the development of tools for entering the professional world. Usually offered every fall. *Prerequisite:* PERF-251, PERF-252, PERF-350, and PERF-555.

**PERF-557 Creative Writers' Performance Laboratory (3)** An exploratory course for writers, actors, and directors for study and development of original scripted works and the process inherent in the creation of a dramatic piece. Attention is given to special acting, directing, and writing techniques needed to realize a polished performance of students' original works. Usually offered every spring. *Prerequisite:* some experience in writing, acting, or directing, or permission of instructor.

**PERF-561 Gospel Choir (1)** Prepares and presents works of gospel vocal and choral literature. May be repeated for credit. Usually offered every term. *Prerequisite:* audition.

**PERF-570 Survey of Arts Management (3)** Study of various facets of management in the arts: contracts, logistics, organization,

etc. Usually offered every fall. *Prerequisite:* permission of instructor.

**PERF-571 Marketing the Arts (3)** Examines the techniques for strategic marketing, public relations skills, and the current technologies involved. Usually offered every spring. *Prerequisite:* PERF-570, or permission of instructor.

**PERF-585 Creative Theories and Criticism in Performing Arts (3)** Aesthetic and critical constructs which apply to the interrelationship between the performing arts and criticism of them. Usually offered every spring. *Prerequisite:* permission of instructor for non-majors.

**PERF-590 Independent Reading Course in Performing Arts (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**PERF-622 History of Music I: From Antiquity to 1750 (3)** Historical survey of music in Western civilization, from antiquity and the Middle Ages (to c.1400), through the Renaissance (c.1400-1600) and the baroque era (c.1600-1700). The course focuses on the origins and evolutions of genres, styles, and forms in which the music is examined within a social and cultural context. Meets with PERF-322. Usually offered alternate springs.

**PERF-623 History of Music II: From 1750 to the Present (3)** Historical survey of music in Western civilization, from the pre-classical and classical (c.1750-1800), through the romantic (c.1800-1900) and modern eras (c.1900-present). The course focuses on the origins and evolutions of genres, styles, and forms in which the music is examined within a social and cultural context. Meets with PERF-323. Usually offered alternate springs.

**PERF-626 Orchestration (3)** Scoring for various chamber ensembles and full orchestra. Analysis of the orchestration of composers from the classical era to the present. Meets with PERF-326. Usually offered alternate springs.

**PERF-635 Topics in Music (3)** Topics vary by section, may be repeated for credit with different topic. Topics include the study of a stylistic area such as orchestral, chamber, opera, American, folk, and twentieth-century music, or specific studies in analysis, technique, performance practices, music philosophy, and aesthetic theory. Meets with PERF-435. Usually offered every spring.

**PERF-650 Rotating Topics in Theatre (1-3)** Topics vary by section, may be repeated for credit with different topic. Designed for advanced graduate students who wish to continue theatre studies. Emphasis on approaches to performance material and preparation techniques in improvisation, advanced acting styles, children's theatre, Shakespeare, stage management, music theatre, directing methodologies, auditioning and monologue preparation, and other selected topics. Meets with PERF-450. Usually offered every term. *Prerequisite:* permission of instructor.

**PERF-665 Theatre History I: From the Greeks to the Renaissance (3)** The historical pattern of drama as an art form and the social function of the theatre from its earliest appearance through the Renaissance. Meets with PERF-365. Usually offered every fall.

**PERF-666 Theatre History II: From Baroque to the End of the Nineteenth Century (3)** The historical pattern of drama as an art form and the social function of the theatre from the baroque to the present. Meets with PERF-366. Usually offered alternate springs.

**PERF-667** Theatre History III: Twentieth Century (3) American and world drama of the twentieth century. Meets with PER-367. Usually offered alternate springs.

**PERF-672** Rotating Topics in Arts Management (3) Topics vary by section, may be repeated for credit with different topic. An exploration of major areas of arts management: grants and fund raising; box office, income, and general administration; and arts in education. Usually offered every term. *Prerequisite:* PER-570 or permission of instructor.

**PERF-673** Fund-Raising Management for the Arts (3) Examines the factors most conducive to the financial health of institutions and ways of obtaining and maintaining funding. Usually offered every fall. *Prerequisite:* PER-570 or permission of instructor.

**PERF-674** Financial Management in the Arts (3) An exploration of major areas of financial management in the arts including financial planning, grants management, contributed and earned income, and general administration. Covers specific case studies and emphasizes interaction with other functional areas such as finance and production. Usually offered every spring. *Prerequisite:* PER-570.

**PERF-690** Independent Study Project in Performing Arts (1-6) *Prerequisite:* permission of instructor and department chair.

**PERF-691** Performing Arts: Internship (1-6) *Prerequisite:* permission of instructor and department chair.

**PERF-692** Cooperative Education Field Experience (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

**PERF-702** Master's Portfolio Seminar (1-6) Independent creative work toward a project in lieu of thesis for students in the arts management or dance graduate programs. *Prerequisite:* M.A. in dance or arts management candidate with 12 credit hours with a B or better average, and permission of the program director.

**PERF-793** Directed Research in the Arts (1-6) Independent research project in lieu of thesis for students in the arts management or dance graduate programs. *Prerequisite:* M.A. in dance or arts management candidate with 12 credit hours with a B or better average, and permission of program director.

**PERF-797** Master's Thesis Seminar (1-6)

## Philosophy

### Undergraduate Courses

**PHIL-105/PHIL-105G** Western Philosophy 2:1 (3) A historical introduction to the Western philosophical tradition. Students closely examine classic and contemporary texts on the nature of reality, truth, morality, goodness, and justice; the possibility of knowledge; faith, reason, and the existence of God; and the issue of freedom and determinism. Usually offered every term.

**PHIL-200** Introduction to Logic (3) Basic principles of inductive and deductive reasoning. Text and exercises supplemented by readings and discussions in history, philosophy, and applications of logic. Usually offered every term.

**PHIL-211** Introduction to Asian Philosophy (3) A thematic introduction to the Eastern philosophical tradition. Students read major classic and contemporary texts in Eastern philosophy on being, world, society, and ethics, and examine Eastern philosophers' views on the nature of self, personhood, politics, family, and gender, logics, religion, and cosmology. Usually offered alternate springs.

**PHIL-220/PHIL-220G** Moral Philosophy 2:2 (3) The theories concerning the nature of goodness found in Western philosophy. The

major discussion issues are traditional principles for evaluating goodness and telling right from wrong; the difference between fact and value; the justification of normative judgments; objectivity in ethics; and the relationship between moral and nonmoral goodness. Usually offered every term. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G.

**PHIL-221** Philosophy, Politics, and Society (3) Theories of the nature of society and justification of social institutions. Critical study of such social problems as control of technology and the environment, education, militarism, racism, imperialism, civil disobedience, rebellion, and revolution. Usually offered every spring.

**PHIL-230/PHIL-230G** Meaning and Purpose in the Arts 1:2 (3) Leading theories of the nature, purpose, and meaning of artistic activities and objects examined through writings of philosophers, artists, and critics of ancient and modern times. Both Western and non-Western viewpoints are considered. Student projects apply critical ideas to particular works in an art form familiar to them. Usually offered every fall. *Prerequisite for General Education credit:* ARTH-105G or COMM-105G or LIT-120G or LIT-135G

**PHIL-235/PHIL-235G** Theories of Democracy and Human Rights 2:2 (3) This course analyzes traditional Western theories of democracy and rights, both separately and in relation to each other, as well as contemporary approaches such as Habermasian, postmodern, feminist, and critical race theory. It also considers the East-West debate on human rights. Usually offered every spring. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G

**PHIL-240/PHIL-240G** Ethics in the Professions 4:2 (3) This course provides a framework for thinking generally about ethics, and more specifically about professional ethics. In addition, it addresses ethical dilemmas that arise in the professions of government, law, business, medicine, the media, and the academy. Usually offered every fall. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G

**PHIL-300** Ancient and Medieval Philosophy (3) History of Western philosophy from the earliest period through the sixteenth century. Philosophers and their general cultural milieu. The formation of the classical world view and accommodation of this world picture to requirements of Judaism, Christianity, and Islam. Meets with PHIL-600. Usually offered alternate falls. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-301** Modern Philosophy from Bacon to Hegel (3) Modern Western philosophic ideas are studied in relation to the scientific, cultural, and political environment of seventeenth and eighteenth century Europe. Meets with PHIL-601. Usually offered alternate springs. *Prerequisite:* PHIL-105 or permission of instructor. Note: PHIL-300 is recommended, but not required.

**PHIL-302** Nineteenth Century Philosophy (3) Explores the fundamental themes of contemporary Western philosophy and their relation to historical developments, such as the Industrial Revolution, and scientific developments, such as the Darwinian revolution. Covers utilitarianism, pragmatism, Marxism, existentialism, and philosophy of science. Meets with PHIL-602. Usually offered every fall. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-303** Twentieth Century Philosophy (3) Explores the fundamental themes of contemporary Western philosophy in view of historical developments, such as the world wars, and intellectual developments, such as Einstein's and Freud's discoveries. Covers an-

alytic philosophy, existentialism, phenomenology, deconstructionism, philosophy of science, and linguistic philosophy. Meets with PHIL-603. Usually offered every spring. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-310 The Classical Period (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include the pre-Socratics, Plato, Aristotle, Neo-Platonism, and Augustine. Meets with PHIL-610. Usually offered alternate falls. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-311 Modern European Movements (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include the British empiricists, continental rationalists, Kant, Hegel, and post-Hegelian idealism. Meets with PHIL-611. Usually offered alternate springs. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-312 Recent and Contemporary Philosophers (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Nietzsche, Kierkegaard, Husserl, naturalism, French existentialism, German existentialism, post-existential European philosophy, and analytic philosophy and phenomenology. Meets with PHIL-612. Usually offered alternate falls. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-313 Studies in Asian Philosophy (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Buddhist, Chinese, and Indian philosophy. Meets with PHIL-613. Usually offered every fall. *Prerequisite:* one introductory course in philosophy.

**PHIL-314 American Philosophy (3)** The background and substance of American philosophy since colonial times. The role of philosophical ideas, European and indigenous, in the growth of American culture. Meets with PHIL-614. Usually offered alternate springs. *Prerequisite:* one introductory course in philosophy.

**PHIL-315 Topics in Jewish Philosophy (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief intellectual and philosophical currents of Jewish thought. Topics may include the study of the major Jewish thinkers of the past, such as Philo, Maimonides, or Martin Buber, or the course may be organized thematically around such questions as the relationship of Jewish thought to Aristotelian philosophy or the resonance of the Holocaust in Jewish philosophy. Meets with PHIL-615. Usually offered every fall.

**PHIL-316 Feminist Philosophy (3)** Explores some of the challenges posed by feminist philosophers to traditional constructions of subjectivity through interrogation of one or more areas of philosophical thought: ethics, political theory, epistemology, philosophy of mind, philosophy of science, or philosophy of language. Meets with PHIL-616. Usually offered every spring. *Prerequisite:* two courses in philosophy.

**PHIL-317 Race and Philosophy (3)** An introduction to the emerging area of critical race theory in philosophy. The course examines the development of "race" as an object of philosophy beginning in the early modern period, explores the way in which analysis of race has brought philosophy into public conversation, and the ways that philosophers have treated race and racism. Meets with PHIL-617. Usually offered alternate falls. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-353 Metaphysics (3)** Topics vary by section, may be repeated for credit with different topic. Course focuses on one of the following topics: mind and soul, the concept of freedom, analysis and explanation

of action, and metaphysics and metaphilosophy. Meets with PHIL-653. Offered irregularly. *Prerequisite:* two courses in philosophy or permission of instructor.

**PHIL-355 Philosophy of Religion (3)** Leading contemporary movements in the philosophy of religion. Meets with PHIL-655. Usually offered alternate falls. *Prerequisite:* one introductory course in philosophy or religion.

**PHIL-386 Selected Topics in Philosophy (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including medical ethics, philosophy of language, advanced philosophical argumentation, philosophy of reason and passion, bio-ethics, and post-modernism. Usually meets with PHIL-686. Usually offered every term. *Prerequisite:* PHIL-105 or permission of instructor.

**PHIL-390 Independent Reading Course in Philosophy (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHIL-391 Internship in Philosophy (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHIL-392 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**PHIL-486 Colloquium in Philosophy (1)** Topics vary by section, may be repeated for credit with different topic. This course provides an opportunity for students to engage in philosophical practice in a more expansive way than in a traditional class in order to explore a central question of philosophical significance, a prominent theme, or important text. *Prerequisite:* one course in philosophy.

**PHIL-490 Independent Study Project in Philosophy (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHIL-498 Honors Project in Philosophy (3-6)** *Prerequisite:* permission of department and University Honors Director.

#### Graduate and Advanced Undergraduate Courses

**PHIL-520 Seminar on Ethical Theory (3)** Survey of the development of ethical theory in Western philosophy by analysis of major works in classical and contemporary moral philosophy. Issues investigated include the nature of the good and the right, the possibility of moral knowledge, the principles of individual virtue and social justice, the problems of ethical relativism and absolutism, and the foundations of modern conceptions of human rights. Usually offered every fall. *Prerequisite:* PHIL-220 or permission of instructor.

**PHIL-525 Seminar on Modern Moral Problems (3)** Investigation of moral philosophers' attempts to analyze specific moral problems (e.g., abortion, euthanasia, pornography, surrogate parenting, capital punishment, economic justice, affirmative action, research with human subjects, genetic research, government secrecy and deception) and to formulate general principles for ethical analysis of social policies and professional ethics (for lawyers, doctors, etc.). Usually offered every spring. *Prerequisite:* PHIL-220 or permission of instructor.

**PHIL-590 Independent Reading Course in Philosophy (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**Note:** Courses at the 600 level generally meet with courses at the 300 level. Registration at the 600 level implies graduate-level assignments and higher expectations regarding performance.

**PHIL-600 Ancient and Medieval Philosophy (3)** History of Western philosophy from the earliest period through the sixteenth century. Philosophers and their general cultural milieu. The formation of the

classical world view and accommodation of this world picture to requirements of Judaism, Christianity, and Islam. Meets with PHIL-300. Usually offered alternate falls.

**PHIL-601 Modern Philosophy from Bacon to Hegel (3)** Modern Western philosophic ideas are studied in relation to the scientific, cultural, and political environment of seventeenth and eighteenth century Europe. Meets with PHIL-301. Usually offered alternate springs. *Note:* PHIL-600 is recommended but not required.

**PHIL-602 Nineteenth Century Philosophy (3)** Explores the fundamental themes of contemporary Western philosophy and their relation to historical developments, such as the Industrial Revolution, and to scientific developments, such as the Darwinian revolution. Covers utilitarianism, pragmatism, Marxism, existentialism, and the philosophy of science. Meets with PHIL-302. Usually offered every fall.

**PHIL-603 Twentieth Century Philosophy (3)** Explores the fundamental themes of contemporary Western philosophy view of historical developments, such as the world wars, and of intellectual developments, such as Einstein's and Freud's discoveries. Includes analytic philosophy, existentialism, phenomenology, deconstructionism, philosophy of science, and linguistic philosophy. Meets with PHIL-303. Usually offered every spring.

**PHIL-610 The Classical Period (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include: the pre-Socratics, Plato, Aristotle, Neo-Platonism, and Augustine. Meets with PHIL-310. Usually offered alternate falls. *Prerequisite:* PHIL-600 or permission of instructor.

**PHIL-611 Modern European Movements (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include: the British empiricists, continental rationalists, Kant, Hegel, and post-Hegelian idealism. Meets with PHIL-311. Usually offered alternate springs.

**PHIL-612 Recent and Contemporary Philosophers (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Nietzsche, Kierkegaard, Husserl, naturalism, French existentialism, German existentialism, post-existential European philosophy, and analytic philosophy and phenomenology. Meets with PHIL-312. Usually offered alternate falls.

**PHIL-613 Studies in Asian Philosophy (3)** Topics vary by section, may be repeated for credit with different topic. Regularly recurring topics include Buddhist, Chinese, and Indian philosophy. Meets with PHIL-313. Usually offered every fall.

**PHIL-614 American Philosophy (3)** The background and substance of American philosophy since colonial times. The role of philosophical ideas, European and indigenous, in the growth of American culture. Meets with PHIL-314. Usually offered alternate springs.

**PHIL-615 Topics in Jewish Philosophy (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief intellectual and philosophical currents of Jewish thought. Topics may include the study of the major Jewish thinkers of the past, such as Philo, Maimonides, or Martin Buber, or the course may be organized thematically around such questions as the relationship of Jewish thought to Aristotelian philosophy or the resonance of the Holocaust in Jewish philosophy. Meets with PHIL-315. Usually offered every fall.

**PHIL-616 Feminist Philosophy (3)** Explores some of the challenges posed by feminist philosophers to traditional constructions of subjectivity through interrogation of one or more areas of philosophical thought: ethics, political theory, epistemology, philosophy of

mind, philosophy of science, or philosophy of language. Meets with PHIL-316. Usually offered every spring.

**PHIL-617 Race and Philosophy (3)** An introduction to the emerging area of critical race theory in philosophy. The course examines the development of "race" as an object of philosophy beginning in the early modern period, explores the way in which analysis of race has brought philosophy into public conversation, and explores the ways that philosophers have treated race and racism. Meets with PHIL-317. Usually offered alternate falls.

**PHIL-653 Metaphysics (3)** Topics vary by section, may be repeated for credit with different topic. Course focuses on one of the following topics: mind and soul, the concept of freedom, analysis and explanation of action, and metaphysics and metaphilosophy. Meets with PHIL-353. Offered irregularly.

**PHIL-655 Philosophy of Religion (3)** Leading contemporary movements in the philosophy of religion. Meets with PHIL-355. Usually offered alternate falls.

**PHIL-686 Selected Topics in Philosophy (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including: medical ethics, philosophy of language, advanced philosophical argumentation, philosophy of reason and passion, bio-ethics, and post-modernism. Usually meets with PHIL-386. Usually offered every term.

**PHIL-690 Independent Study Project in Philosophy (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHIL-691 Internship in Philosophy (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHIL-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**PHIL-693 Global Ethics (3)** The integrative seminar for the M.A. in Ethics and Peace. Discussion of ethics, ethical systems, and the presuppositions of mediation from a cross-cultural perspective. Completion and presentation of a major integrative research paper is required. Usually offered every spring.

**PHIL-702 Graduate Seminar in Philosophy (3-12)** Topics vary by section, may be repeated for credit with different topic. Intensive study of selected problems under individual direction. Topics include history of philosophy, metaphysics, logic, epistemology, philosophy of science, value theory, philosophy of religion, social philosophy, and Eastern philosophy. Usually offered every term. *Prerequisite:* four courses in philosophy and permission of department.

**PHIL-797 Master's Thesis Seminar (1-6)** *Prerequisite:* permission of department chair.

**PHIL-799 Doctoral Dissertation Seminar (1-24)** *Prerequisite:* permission of department chair.

## Physics

### Undergraduate Courses

**PHYS-100/PHYS-100G Physics for the Modern World 5:1 (4)** The laws and rules that govern nature and the physical universe are beautiful yet mysterious. Physics is the science that tries to find these laws by observation, measurement, and testing of hypotheses. The course traces the development of the scientific method and work that forms the basis for studying mechanics, waves, sound, light, and electricity. Includes laboratory. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in a mathematics or statistics course that has MATH-15x Finite Mathematics as a prerequisite.

**PHYS-105/PHYS-105G College Physics I** 5:1 (4) General physics as defined as the study of the properties and interactions of matter and energy using scientific methodology. Covers a full range of subjects in classical mechanics and in thermodynamics, including lab experiments in mechanics, heat, and sound. Usually offered every fall. *Prerequisite:* MATH-170 or equivalent.

**PHYS-110/PHYS-110G University Physics I** 5:1 (4) General physics as defined as the study of the properties and interactions of matter and energy using scientific methodology. Uses calculus-based mathematical methods in solving physical problems. Covers a full range of subjects in classical mechanics and thermodynamics, including lab experiments in mechanics, heat, and sound. Usually offered every fall. *Prerequisite:* MATH-221, may be taken concurrently.

**PHYS-200/PHYS-200G Physics for a New Millennium 5:2** (3) In an interactive lab/lecture environment, students have the opportunity to explore topics in electricity and magnetism, light and optics, and modern physics. Emphasis is placed on inquiry-based activities that utilize these topics as a foundation for understanding current technological advancements. Usually offered every fall. *Prerequisite:* PHYS-100/100G. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G

**PHYS-205/PHYS-205G College Physics II** 5:2 (4) Incorporates the standard subjects in electricity and magnetism (fields, potentials, DC and AC circuits, electromagnetic waves), geometrical and physical optics, and an introduction to quantum physics. Includes lab experiments in electricity, magnetism, light, and sound. Usually offered every spring. *Prerequisite:* PHYS-105/105G. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G

**PHYS-210/PHYS-210G University Physics II** 5:2 (4) Uses calculus-based mathematical methods in solving physical problems. Incorporates the standard subjects in electricity and magnetism (fields, potentials, DC and AC circuits, electromagnetic waves), geometrical and physical optics, and an introduction to quantum physics. Includes lab experiments in electricity, magnetism, light, and optics. Usually offered every spring. *Prerequisite:* MATH-221 and PHYS-110/110G. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G

**PHYS-220/PHYS-220G Astronomy 5:2** (3) Theories of the formation of the universe, its structure and evolution over time. Stars, planets, and galaxies are born and change over the years; supernovae, neutron stars, pulsars, black holes, quasars, and solar systems are formed. Usually offered every term. *Prerequisite for General Education credit:* CHEM-100G or CHEM-110G or PHYS-100G or PHYS-105G or PHYS-110G

**PHYS-230/PHYS-230G Changing Views of the Universe 2:2** (3) Study of science as a tradition that shaped and was shaped by the Western world. This is a course about science—how scientific thought, practice, and culture developed. It explores changing concepts in the physical sciences from their earliest roots to modern times, and discusses the interaction between the physical sciences and other aspects of society. Usually offered every fall. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G

**PHYS-330 Classical Mechanics** (3) Vector analysis. Newton's laws and dynamics of particles. Harmonic oscillator. Conservative systems. Gravitational forces and potential. Central fields and the

motions of planets and satellites. Relativity. Elements of mathematical physics. Usually offered every fall. *Prerequisite:* MATH-313, which may be taken concurrently, PHYS-110, or permission of instructor.

**PHYS-350 Electricity and Magnetism** (3) Electrostatics, potential theory, magnetic fields, Faraday and Ampere's laws, dielectric magnetic media, and Maxwell's equations. Usually offered every spring. *Prerequisite:* MATH-313 and PHYS-210.

**PHYS-365 Waves and Optics** (3) The physics of waves is required to understand sound, light, and electronic information transfer. Starting with resonance phenomena, Fourier analysis, and basic wave equations, the course builds to an understanding of acoustic and optics. Laboratory activities are integrated into lectures. *Prerequisite:* PHYS-210 and MATH-211.

**PHYS-370 Modern Physics** (3) Electrons, protons, and structure of matter: a historic view. The Rutherford-Bohr atom and elements of quantum mechanics and their applications to atomic, nuclear, and solid state physics. Usually offered every spring. *Prerequisite:* PHYS-200, PHYS-205, or PHYS-210, or permission of instructor.

**PHYS-390 Independent Reading Course in Physics (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHYS-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**PHYS-440 Experimental Physics** (3) Lectures and laboratory with selected experiments to accompany advanced courses in mechanics, electricity and magnetism, acoustics, optics, and modern physics. Students plan and complete experiments that fit their background and previous training. Usually offered every spring. *Prerequisite:* PHYS-330, PHYS-350, and PHYS-370 or permission of instructor.

**PHYS-470 Introduction to Quantum Mechanics** (3) Wave mechanics, Schroedinger equation, potential barriers and potential wells, harmonic oscillator, operators, eigenfunctions, eigenvalues, degeneracies, angular momentum, hydrogen atom. Usually offered every fall. *Prerequisite:* PHYS-370.

**PHYS-490 Independent Study Project in Physics (1-6)** *Prerequisite:* permission of instructor and department chair.

**PHYS-491 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

## Psychology

### Undergraduate Courses

**PSYC-105/PSYC-105G Psychology: Understanding Human Behavior** 4:1 (3) Survey of the social bases of behavior and the individual foundations of group and social behavior. The concepts and methodologies of psychology in such areas as social learning, motivation, personality, sex similarities and differences, and abnormal behavior. The interaction between the individual and social institutions is emphasized. Usually offered every term.

**PSYC-115/PSYC-115G Psychology as a Natural Science** 5:1 (4) Through lectures and computer exercises, students are introduced to the many experimental questions addressed in psychology (e.g., biological bases of behavior, conditioning and learning, perception, drug use and abuse) as well as to the specific methods used in psychological research and the general research approaches used in science. Usually offered every term. *Prerequisite:* completion of the University Mathematics Requirement or concurrent enrollment in a mathem-

matics or statistics course that has MATH-15x Finite Mathematics as a prerequisite.

**PSYC-200/PSYC-200G Behavior Principles 5:2 (3)** The experimental analysis of behavior (EAOB) systematically relates a behavior's probability to its consequences (reinforcement and punishment). Principles derived from the EAOB are used to explain simple animal learning, stimulus control, behavioral sequences and patterning, verbal and other complex human behavior, and emotion. Issues raised by a behavioral approach to human conduct are discussed. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G

**PSYC-205/PSYC-205G Social Psychology 4:2 (3)** The processes of social thinking, such as the attribution of causality and the relation of attitudes to behavior; social influence, such as conformity, obedience, and persuasion; and social relations, including aggression, altruism, prejudice, and attraction. Focus on the individual in social settings. Research methods are emphasized. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**PSYC-215/PSYC-215G Abnormal Psychology and Society 4:2 (3)** Focuses on behavior labeled as abnormal by society. Abnormal behavior as a function of the individual's interaction with social institutions (family, school, legal system, mental-health system, etc.). Introduction to the major concepts, theories, and issues of abnormal psychology. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**PSYC-220/PSYC-220G The Senses 5:2 (3)** An introductory discussion of why things appear as they do. Investigation of our perceptual experiences—their origins, refinements, interpretations, and applications. Discussion of scientific theory and research on the senses. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G

**PSYC-235/PSYC-235G Theories of Personality 4:2 (3)** Students explore and critically compare four major approaches to understanding uniqueness in human behavior, emotion, and thought: holistic, dynamic, learning, and trait/biological. Class debates, exercises, and a paper help students use these theories to understand their own and others' personalities. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**PSYC-240/PSYC-240G Drugs and Behavior 5:2 (3)** This introduction to psychoactive drugs and their effects includes an overview of general physiology, neurochemistry, and pharmacology as well as a survey of the basic physiological, pharmacological, and behavioral effects of drugs. The course focuses on the etiology and consequences of addiction and dependence. Critical evaluation of research methodology in drug assessment is stressed. Usually offered every term. *Prerequisite for General Education credit:* BIO-100G or BIO-110G or PSYC-115G

**PSYC-300 Memory and Cognition (3)** This course provides an overview of the so-called higher mental processes such as attention, perception, language, and thinking, with a special emphasis on memory. The approach is behavioral rather than physiological. Both empirical research and theoretical frameworks are discussed, along with current issues of interest. Usually offered every spring. *Prerequisite:* PSYC-115 or permission of instructor.

**PSYC-310 Introduction to Forensic Psychology (3)** Psychologists who work effectively with the legal system combine an understand-

ing of the law with pertinent clinical information to communicate psychological findings in the adjudicative setting. This course focuses on the practice of forensic psychology with an emphasis on the relationship between law and behavioral sciences. Usually offered every spring. *Prerequisite:* PSYC-310.

**PSYC-315 Self-Management (3)** Principles of cognitive-behavioral self-control for achievement of personal goals. Self-management research is reviewed in weight loss, studying, self-esteem, giving up smoking, drug addiction, depression, time management, and enjoying oneself. Students conduct self-modification projects in group settings. Usually offered alternate falls. *Prerequisite:* PSYC-105 and PSYC-215, or PSYC-230, or permission of instructor

**PSYC-318 Fundamentals of Human Neuropsychology (3)** Concerned primarily with the structure, organization, and function of the human brain and the manner in which it produces thoughts, feelings, movement, perceptions, language, and memories. Explores normal brain functioning as well as neurological disorders. Of particular value to students interested in cognition, psychopathology, neurology/medicine, and linguistics. Usually offered alternate falls. *Prerequisite:* PSYC-115 or permission of instructor.

**PSYC-320 Women and Mental Health (3)** This course focuses on women's functioning. Includes theories of the personality of women, common adjustment problems faced by women, and emotional problems prevalent in women. Usually offered alternate springs. *Prerequisite:* PSYC-105.

**PSYC-325 Neurobiological Bases of Behavior (3)** Introduction to the biological bases of behavior. Includes basic neurophysiology (activation of neurons and communication among cells), the basic organization of the nervous system, the role of the brain in receiving stimuli, and the neurobiology of motivated behavior, learning, and behavior disorders. Usually offered alternate falls. *Prerequisite:* PSYC-115 or permission of instructor.

**PSYC-333 Health Psychology (3)** An exploration of how psychological theories and techniques can minimize unnecessary morbidity and premature mortality. Behavioral, cognitive, and affective targets for primary and secondary prevention efforts are identified from epidemiological theory and research. Ways in which psychological methods can contribute to provision of outpatient and inpatient medical services. Usually offered every spring. *Prerequisite:* PSYC-105 or permission of instructor.

**PSYC-335 Psychology of Religion (3)** Classic and contemporary views of religion from a psychological perspective. Review of research methodologies as well as major theorists including Freud, Jung, James, Rizzuto, Erikson, Otto, Gergensohn, Allport, Fromm, and Maslow. Usually offered alternate springs.

**PSYC-345 Community Psychology (3)** The community rather than the individual is the subject and client in community psychology. Psychological techniques are combined with flexible research designs and concrete measures to find and document effective and cost-effective solutions to socio-political problems such as energy conservation, delinquency, homelessness, traffic safety, health promotion, and unemployment. Usually offered alternate springs. *Prerequisite:* one introductory and two additional psychology courses.

**PSYC-350 Child Psychology (3)** Introduction to development from infancy through adolescence. Emphasis on theory and research in normal development: genetics, growth, and maturation; sensation and perception; motivation; cognitive and social functioning. Usually offered every term. *Prerequisite:* PSYC-105 or PSYC-115 or permission of instructor.

**PSYC-360 The Evolution of Behavior (3)** Approaches to the study of animal and human behavior with emphasis on the explanation of these behaviors in light of ecology and evolution. Includes aggression, language, sex differences, intelligence, development, learning, and instinct. Usually offered every spring. *Prerequisite:* PSYC-115 or PSYC-105 or permission of instructor.

**PSYC-370 Learning and Behavior (3)** Research and theory in animal learning. Covers classical and instrumental conditioning. Ethology and biological constraints on learning. Usually offered alternate falls. *Prerequisite:* PSYC-115 or permission of instructor.

**PSYC-390 Independent Reading Course in Psychology (1-6)** *Prerequisite:* permission of instructor and department chair.

**PSYC-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**PSYC-415 Psychology of Music (3)** This interdisciplinary course focuses on the cognitive processing of music— how it is sensed, perceived, remembered, and interpreted at both micro and macro levels. Includes music therapy, performance anxiety, developmental and cross-cultural perspectives, and neurological aspects. Meets with PERF-415. Offered irregularly. *Prerequisite:* PERF-120 or equivalent music experience and two psychology courses.

**PSYC-420 Adolescent Psychology (3)** Study of adolescence as a period of transition. Includes research and theory on hormonal, emotional, social, and cognitive development in adolescence. The influence of peer pressure, need for self-individuation, and problems of adolescence are also considered. Usually offered alternate springs. *Prerequisite:* PSYC-105.

**PSYC-425 Psychology of Eating Disorders and Obesity (3)** The study of theory, research, diagnosis and treatment as it pertains to nutrition, dieting, exercise, body image, obesity, anorexia nervosa and bulimia nervosa. Usually offered alternate springs. *Prerequisite:* PSYC-105 or PSYC-115.

**PSYC-430 Human Sexual Behavior (3)** Basic physiological knowledge, sex education, sexual myths, premarital and marital sexual behavior, homosexuality, pornography, etc. Emphasis on psychological aspects of sex and sexuality. Usually offered every fall.

**PSYC-433 Research Design and Methods: Social Science Psychology Research (4)** Introduces basic principles of psychological measurement and research design. Explains methods of identifying and developing reliable and valid psychological tests and behavioral observation systems. Reviews experimental and correlational research designs, as applied to social science areas of psychology (e.g. psychotherapy outcome research). Usually offered every fall. *Prerequisite:* STAT-202, and either PSYC-105 or PSYC-115.

**PSYC-440 Social Psychological Approaches to Clinical Issues (3)** Examines applications of social psychology to clinical psychology. Includes using social psychology to understand disorders such as depression; applying social psychology to treatment issues, such

as persuading people to remain in therapy; and considering diagnosis as a problem in social cognition. Usually offered alternate falls. *Prerequisite:* PSYC-205 or permission of instructor.

**PSYC-450 Psychology of Well-Being (3)** An overview of the theory, research, and applications in the psychology of well-being. Includes self-esteem, relationships and intimacy, competence and achievement, crisis and loss, and meaning and values in life. Usually offered every spring. *Prerequisite:* PSYC-105 or PSYC-115.

**PSYC-456 Controversial Issues in Psychology (3)** A seminar that considers some of the fundamental ideas in psychology through reading and discussion. Usually offered every spring. *Prerequisite:* permission of instructor.

**PSYC-470 Introduction to Clinical Psychology (3)** The focus is on two major activities of clinical psychologists: assessment and clinical intervention (psychotherapy and program models). Also includes the functions, history, training, and ethics of the profession. Usually offered alternate falls. *Prerequisite:* PSYC-105 or PSYC-115, and either PSYC-215 or PSYC-230.

**PSYC-480 Research Design and Methods: Experimental Psychology (4)** Data and research methods in core areas of psychology. Review of experimental design. Individual and group experiments. Usually offered alternate springs. *Prerequisite:* STAT-202, and PSYC-105 or PSYC-115.

**PSYC-490 Independent Study Project in Psychology (1-6)** *Prerequisite:* permission of instructor.

**PSYC-491 Internship (1-3)** Practical experience in a professional setting in the metropolitan area for advanced psychology majors. *Prerequisite:* permission of instructor and department chair.

**PSYC-497 Topics in Psychology (3)** Topics vary by section, may be repeated for credit with different topic. Each section is an intensive course in a specialized area of psychology, such as community psychology, social and clinical judgement, and psychology of infancy. Usually offered every term. *Prerequisite:* three psychology courses, junior standing and permission of instructor.

**PSYC-498 Senior Thesis Seminar (3)** May be repeated for credit. Students participate in research under the supervision of individual faculty (which should be arranged before enrolling). The proposal, analysis, and conclusions of this research are discussed among other students as well as with departmental faculty. Honors students are required to take two semesters. Usually offered every term. *Prerequisite:* permission of instructor.

#### Graduate and Advanced Undergraduate Courses

**PSYC-501 Physiological Psychology (3)** Anatomical and physiological substrata of behavior. Usually offered alternate springs. *Prerequisite:* two psychology courses, and junior or graduate standing.

**PSYC-502 History and Systems of Psychology (3)** Philosophical and scientific background of modern psychology and contemporary problems of theory construction. Usually offered alternate falls.

**PSYC-505 Advanced Personality Psychology (3)** Examines contemporary research in personality psychology, focusing on expectancies, motivation, self-concept, and genetic and environmental influences on personality development. Gender and cultural issues are considered, as are applications of personality psychology in the

study of mental and physical health. Usually offered alternate springs.

*Prerequisite:* graduate standing or permission of instructor.

**PSYC-510 Advanced Forensic Psychology (3)** This course expands on topics covered in PSYC-310 Introduction to Forensic Psychology and is organized around reading primary sources in important areas of forensic psychology including torture, predatory sexual behaviors, bullying, and battering, among others. Students gain an in-depth exposure to and increased understanding of Axis II, Cluster B personality disorders, as described in the DSM-IV, and have extensive exposure to the most scientific research on these phenomena. *Prerequisite:* PSYC-310. Usually offered every spring.

**PSYC-513 Neuropharmacology: The Biochemistry of Behavior (3)** Following an overview of central nervous system physiology, this class gives a detailed examination of the range of neurotransmitters involved in neural communication and modulation. Each neurotransmitter is described in the context of its biochemistry, distribution, pharmacology, and involvement in both normal and abnormal behavior. Usually offered every fall. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-514 Industrial/Organizational Psychology (3)** Application of psychological principles to the field of work. Includes selection, training, evaluation, leadership, motivation, decision making, job attitudes and satisfaction, organizational structure and theory, and human factors. Usually offered every fall. *Prerequisite:* two psychology courses and one statistics course.

**PSYC-518 Advanced Human Neuropsychology (3)** Explores the empirical, anatomical, and theoretical aspects of clinical and cognitive human neuropsychology. Includes object and face recognition; spatial perception; voluntary action; language (oral, writing, and reading comprehension, word and sentence processing, speech production); problem-solving and calculation; memory; and dysfunctions (i.e., agnosias, apraxias, amnesia, and aphasia) illustrated with clinical case studies. Usually offered every fall. *Prerequisite:* permission of the instructor.

**PSYC-521 Ethnic and Minority Issues in Psychology (3)** A review of ethnic and minority issues as they relate to testing, psychotherapy, research, and other aspects of scientific and professional psychology. Usually offered alternate falls. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-530 Conditioning and Learning (3)** Advanced treatment of the basic principles, theory, and experimental literature of contemporary operant and Pavlovian conditioning. The reinforcement variables responsible for the acquisition and maintenance of the stimulus control of behavior and incentive-motivation are studied. These variables are central to understanding changes in behavior resulting from past experience. The emphasis is on basic principles and research in this area, although practical applications, such as animal models of drug abuse, are also discussed. Usually offered alternate springs. *Prerequisite:* PSYC-200 or PSYC-370 or graduate standing.

**PSYC-533 Cognitive-Behavior Therapy (3)** This seminar examines critically the cognitive revolution in behavior therapy. We review the theoretical basis, clinical procedures, and empirical status of several major forms of cognitive-behavior therapy, which share the premise that maladaptive thinking is at the core of psychological distress. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-540 Advanced Social Psychology (3)** Psychological factors in human social behavior. Examination of research literature

with emphasis on design and methodology. Theoretical problems in social behavior and current trends in experimentation. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-545 Psychology of Sex Similarities and Differences (3)** Examines the ways that the behavior of males and females are comparable by examining the psychological literature to understand what biological and social-cultural factors influence these behaviors. Considers what conclusions can be drawn from the existing data and what types of research should be done to further knowledge of gender issues. Usually offered alternate springs. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-550 Psychological Research (3)** An in-depth examination of experimental design and methods of conducting research in clinical, social, experimental, and bio-psychology. Usually offered every fall. *Prerequisite:* PSYC-480 or graduate standing or permission of instructor.

**PSYC-551 Psychopathology: Theory and Research (3)** Case-study seminar on psychopathological behavior. Focus on symptoms and syndromes from conflict/stress-defense model. Usually offered every spring. *Prerequisite:* permission of instructor.

**PSYC-555 Improving Human Services (3)** To measure, monitor, and maximize the effectiveness and cost-effectiveness of mental health treatment, substance abuse programs, and other human services, concrete strategies are presented for collecting, analyzing, presenting and using data on resources, procedures, processes, and outcomes. Readings are augmented with case studies and findings from evaluations by the faculty and students. Usually offered alternate falls. *Prerequisite:* PSYC-105 and STAT-202, or graduate standing, or permission of instructor.

**PSYC-560 Advanced Child Psychology (3)** Current theoretical and research issues in child psychology. Areas of emphasis include socialization, affective development, and cognitive development. Students, from their readings and discussion, critically analyze existing data and formulate questions for further investigation. Usually offered alternate falls. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-570 Behavioral Medicine (3)** Acquaints students with psychological theory, research, and practical techniques for maintaining health, preventing dysfunctions, and remediating health problems. Includes cognitive-behavioral techniques for cardiovascular risk reduction (smoking, obesity, stress, diet), exercise enhancement, time management, adherence to medical regimens, and problems with nervous, respiratory, gastrointestinal, and musculoskeletal systems. Usually offered every summer. *Prerequisite:* PSYC-105, PSYC-115 and permission of instructor, or graduate standing in psychology or health fitness management.

**PSYC-575 Advanced Memory and Cognition (3)** After a short review of the field in general, this course focuses on specific issues, both theoretical and applied. Areas covered include attention, perception, language, and thinking. Usually offered every spring. *Prerequisite:* graduate standing or permission of instructor.

**PSYC-590 Independent Reading Course in Psychology (1-6)** *Prerequisite:* permission of instructor and department chair.

**PSYC-597 Topics in Psychology (3)** Topics vary by section, may be repeated for credit with different topic. Each section is an intensive course in a specialized area of psychology. Usually offered every term. *Prerequisite:* permission of instructor.

**PSYC-598 Seminar in Behavior, Cognition, and Neuroscience (3)** Topics vary by section, may be repeated for credit with different topic. Examination of neuroscience issues through articles, texts, and group presentations. The course extends the foundations established in the core curriculum and demonstrates their application to cutting edge and controversial research. Usually offered every term. *Prerequisite:* graduate standing or permission of instructor.

#### Graduate Courses

**PSYC-609 Ethics and Professional Practices (3)** Theoretical and conceptual questions and social problems in the area of ethics and professional practice. Ethical standards, codes, and legislation of psychologists and related professions, and ethical problems of community mental health are examined. *Prerequisite:* permission of instructor.

**PSYC-618 Principles of Neuropsychological Assessment (3)** Introduces theoretical and empirical principles of neuropsychological assessment. Emphasis on developing skills of behavioral and cognitive observation coupled with an understanding of the underlying functional organization of the human nervous system. Students study representative tests and, in the laboratory and/or in supervised clinical settings, practice their administration, scoring, and interpretation. Usually offered alternate falls. *Prerequisite:* PSYC-518, PSYC-633 and permission of instructor.

**PSYC-630 Psychotherapy: Theory, Research, and Practice (3)** A survey of research literature relevant to the therapist, the client, the relationship and process of psychotherapy. Major theoretical orientations and techniques are reviewed. Usually offered every fall.

**PSYC-633 Psychological Assessment I (3)** Introduces students to basic principles of psychological assessment. Emphasizes conceptual issues much more than practical applications, though substantive psychological research is used to illustrate the concepts. Helps students learn how to critically evaluate, and contribute to, knowledge regarding measurement of psychological functioning. Usually offered every fall.

**PSYC-652 Assessment of Intellectual Function and Personality (3)** Introduction to administration and interpretation of WAIS-III, MMPI-II, and Structured Clinical Interview for DSM-IV. Also includes integration across tests, holistic case conceptualization, and report writing. Usually offered every fall. *Prerequisite:* PSYC-551, PSYC-633, and permission of instructor.

**PSYC-653 Advanced Assessment: Projective Personality (3)** Review of the Rorschach, TAT, and other projective tests. Integration and interpretation of projective tests in conjunction with interview and intelligence data and other testing. Includes report writing and hands-on assessment experience. Usually offered alternate springs. *Prerequisite:* PSYC-633 and PSYC-652, or permission of instructor.

**PSYC-654 Advanced Assessment: Integrative Battery (3)** This advanced testing course builds on PSYC-633 and PSYC-652. Students are trained to administer batteries of tests, score them, and write reports that integrate the findings from the tests. Usually offered alternate springs. *Prerequisite:* PSYC-633 and PSYC-652, or permission of instructor.

**PSYC-680 Experiential Psychotherapy Practicum I (3)** Interviewing techniques and practice in skills related to counseling psychotherapy by systematic exposure to critical elements in interviews through supervision and guided observation. Usually offered every fall. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

**PSYC-681 Experiential Psychotherapy Practicum II (3)** Continuation of PSYC-680. Usually offered every spring. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

**PSYC-690 Independent Study Project in Psychology (1-6)** *Prerequisite:* permission of instructor and department chair.

**PSYC-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**PSYC-698 Directed Research (3-6)** May be repeated for credit. May not be used in place of PSYC-796, PSYC-797, PSYC-798, or PSYC-799. Usually offered every term.

**PSYC-710 Behavior Therapy Practicum I (3)** Review of behavior therapy and cognitive-behavioral techniques. Supervision and co-therapy in application of techniques. Usually offered every spring. *Prerequisite:* admission to clinical psychology doctoral program. *Note:* may be taken pass/fail only.

**PSYC-711 Behavior Therapy Practicum II (3)** Review of behavior therapy and cognitive-behavioral techniques. Supervision and co-therapy in application of techniques. Usually offered every term. *Prerequisite:* admission to clinical psychology doctoral program. *Note:* may be taken pass/fail only.

**PSYC-791 Psychodynamic Psychotherapy Practicum I (3)** Usually offered every fall. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

**PSYC-792 Psychodynamic Psychotherapy Practicum II (3)** Usually offered every spring. *Prerequisite:* permission of instructor. *Note:* may be taken pass/fail only.

**PSYC-796 Master's Thesis Seminar (3)** *Note:* may be taken pass/fail only.

**PSYC-797 Master's Thesis Research (1-3)** *Prerequisite:* PSYC-796.

**PSYC-798 Doctoral Dissertation Seminar (3)** *Note:* may be taken pass/fail only.

**PSYC-799 Doctoral Dissertation Research (1-9)** *Prerequisite:* PSYC-798.

## Public Administration

### Undergraduate Courses

**PUAD-260 Administrative Politics (3)** An introduction to American public administration and the executive branch of government. Emphasis on the politics of administration and on the relationship of the bureaucracy with clientele groups, Congress, the White House, and the public. Usually offered once a year.

**PUAD-343 Organizing Public Services (3)** An introduction to the theory and practice of organizing the modern state and achieving public policies. The course examines the evolution of the modern administrative state, together with the organizational theories that characterize and influence its development. Usually offered every spring.

### Graduate and Advanced Undergraduate Courses

**PUAD-560 Intergovernmental Relations (3)** The political, fiscal, and administrative relationships which help to shape the complex intergovernmental system. Federal, state, local, and other jurisdictions are examined concerning their effect on intergovernmental systems. Usually offered every fall. *Prerequisite:* GOVT-120 or GOVT-110 for undergraduates.

**PUAD-590 Independent Reading Course in Public Administration (1-6)** Prerequisite: permission of instructor and department chair.

#### Graduate Courses

**PUAD-010 Introduction to Experiential Education and the Learning Community (0)** An introduction to the concepts of experiential education. The group learning process is used to acquaint students with the core learning philosophy of the AU/NTL program. It includes an introduction to the learning community and the program. Usually offered every spring and summer. Note: required orientation for AU/NTL M.S. in Organization Development. No credit given toward degree requirement. Must be taken pass/fail.

**PUAD-601 Methods of Problem Solving I (3)** The use of analytical techniques to solve problems in policy analysis and public administration. Defining problems; choosing appropriate techniques, and understanding the limits of quantitative approaches. Usually offered every term.

**PUAD-602 Methods of Problem Solving II (3)** Continuation of PUAD-601. Students improve their ability to analyze and solve public problems using analytical techniques. Usually offered every term. Prerequisite: PUAD-601.

**PUAD-603 Policy Formation and Implementation (3)** Using case studies, this course illuminates the theory and dynamics underlying the creation of public policies and the means by which they are carried out. Examines the roles and relationships of individuals, interest groups, political institutions, and non-governmental organizations in elevating issues to the policy agenda and influencing the creation of policies; administrative and political issues affecting the implementation of public policies; and the difficulties of policy implementation. Usually offered every term.

**PUAD-604 Public Program Evaluation (3)** Introduction to the elements of policy and program analysis for public program managers. Normative criteria for program evaluation; systematic strategies for assessing and measuring the effects of program elements and policy changes; and logic and limitations. Usually offered every term. Prerequisite: PUAD-602.

**PUAD-605 Problem Solving for Managers (3)** The use of analytical techniques by managers to resolve issues involving the creation or implementation of public policies. Usually offered every term.

**PUAD-606 Foundations of Policy Analysis (3)** Distributional effects, externalities, and the role of risk and uncertainty in policy analysis. Criteria for choice, normative roles for analysis, and using information and social welfare criteria in making policy decisions. Usually offered every fall. Prerequisite: PUAD-630.

**PUAD-607 Economics and Politics of Public Policy (3)** Applies basic normative and positive theories of public policy learned in PUAD-606 to specific policy areas, including social welfare and regulatory policies. Includes environmental policy, education, welfare, health care, EEO and discrimination, transportation, cable TV, and drug policy, depending on student interests. Usually offered every spring. Prerequisite: PUAD-606.

**PUAD-608 Comparative Administrative Systems (3)** An examination of governmental administrative systems in Europe, North and South America, Asia, and Africa. The focus is on these institutions as subsystems of national and international economic and political systems. The emphasis is on the comparative analysis

of administration in capitalist industrialized nations, socialist nations, and the Third World. Usually offered every spring.

**PUAD-609 Topics in Public Management (3)** Topics vary by section, may be repeated for credit with different topic. The transformation of law and public policy into operational activities and its administrative challenges. Topics offered include the new public management; privatization and contracting out; performance management; cross-cultural administration; the management of "wicked" public policies; and traditional and non-conventional tools for delivering public services. Usually offered every term.

**PUAD-610 Management Analysis (3)** Analysis of management issues affecting large-scale governmental institutions and other organizations that administer public policies, including the replacement of "old" public administration practices with the "new" public management. Also includes diagnosis of organizational and programmatic breakdowns; analysis of alternative reforms; contributions of the public management literature; challenges of effective public management; and prospects for improving the provision of public goods and services. Capstone course for the M.P.A. core; synthesizes overall subject matter and helps prepare students for the comprehensive examination. Usually offered every term.

**PUAD-611 Government and Non-Profit Informatics (3)** The use of information technology in public service organizations. Includes basic concepts and terminology, government and non-profit applications, the systems approach to organizational processes, database concepts, web-engineering, decision support, user involvement, methodologies for developing operating systems, and future trends. Usually offered every fall.

**PUAD-612 Public Administration in the Policy Process (3)** The networks of accountability that public service managers utilize to build support for their programs, and the basic organization and management concepts that guide the work of public service managers. Includes the history and development of public administration, administrative reform, agency culture, comparative public administration, the meaning of public service and public trust, and normative ethical standards and judgement. Usually offered every fall.

**PUAD-613 Administration of International Programs (3)** Organizational and administrative problems of program management in an interdependent world. The administration of government programs in developing countries and the management of international organizations. The effects of development programs and the consequences of alternative management strategies. Usually offered every fall.

**PUAD-614 Development Management (3)** The problems of administering public programs in developing countries and the methods by which development projects are carried out. For foreign students who will be returning to developing countries as well as for Americans interested in international administration. Usually offered every spring.

**PUAD-615 Public-Private Partnerships (3)** The provision of public services takes place through a variety of forms, including nonprofit organizations and business firms. This course examines the political, managerial, legal, financial, and ethical issues involved in utilizing non-governmental organizations for the delivery of public services, including the processes for deciding when

involve them and how to monitor their performance. Usually offered every spring.

**PUAD-616 Legal Basis of Public Administration (3)** The judicial and legislative oversight of public service managers; administrative procedures and rule making; managerial liability; legal requirements of administrative systems; public employment and labor law; merit system law; international human rights law; constitutional constraints on public service managers; and standards of ethics based in the law. Usually offered every fall and summer.

**PUAD-617 Project Management (3)** Fundamental concepts of project management for carrying out discrete operations in government agencies, non-profit organizations, or private sector organizations providing public services. Project design, planning, scheduling, systems engineering, cost estimation, innovation, and processes for conducting high-risk operations in risk-averse environments. Usually offered every spring.

**PUAD-618 Management Workshop (1-3)** Topics vary by section, may be repeated for credit with different topic. Provides practical instruction in specific skills for implementing programs in the public sector and non-profit management, including auditing; management of volunteers; workplace diversity; government contracting; and effective communication. Usually offered every summer.

**PUAD-619 Ethical Issues in Public Policy (3)** Consideration of the ethical issues that arise in the formation and implementation of public policy. Includes the use of ethical standards as a guide to public policy making, how they differ from other approaches to decision making, and analysis of specific ethical controversies and challenges. Usually offered every term.

**PUAD-620 Public Marketing and Strategic Communication (1.5)** Principles of marketing and strategic communication used by government agencies to identify features of government performance relevant to citizens; market government services; bring about changes in citizen behavior, and enhance the image of government agencies. The conceptual and theoretical framework for developing communication campaigns aimed at advancing public policy. Also includes marketing techniques such as focus groups and surveys to identify the causes of social behavior as well as citizen preferences and needs. Usually offered every spring. *Prerequisite:* admission to Executive MPA program.

**PUAD-621 Topics in Executive Management (1-3)** Topics vary by section, may be repeated for credit with different topic. Topics include developments in areas such as planning, organizing, staffing, information technology, program implementation, executive management and leadership, and international administration. Usually offered every term. *Prerequisite:* admission to Executive MPA program.

**PUAD-622 Leadership for Executives (3)** By focusing on the leadership skills of class members, this course is designed to sharpen the capabilities of executives to lead and manage others. Students examine their own managerial style, methods of communication, techniques of motivation, delegation of work, and approaches to group leadership. Class exercises are used to illustrate research findings from the behavioral sciences. Usually offered every fall. *Prerequisite:* admission to Executive MPA program.

**PUAD-623 Executive Problem Solving (3)** In this course key executives study the methods for gathering and analyzing information in ways that lead toward more effective and accurate decisions. Specific techniques for analyzing public policies and evaluating

agency performance are examined. During this course each key executive develops a prospectus for analyzing a program or activity within his or her own agency. Usually offered every summer. *Prerequisite:* admission to Executive MPA program.

**PUAD-624 Budgeting and Financial Management (3)** The use of the executive budget as a device for management planning and control is the focus of this course on public financial management. Key executives develop their skills in understanding different budgetary systems, the elements of budget review and execution, and various strategies and tactics employed by participants in the budgetary process. Usually offered every fall. *Prerequisite:* admission to Executive MPA program.

**PUAD-625 Analysis and Evaluation (3)** The broad set of research activities essential for designing, implementing, and appraising the usefulness of government programs. Students assess the effectiveness and efficiency of innovative initiatives, as well as programs already in place, and gain skills critical in implementing the Government Performance and Results Act. Usually offered every term. *Prerequisite:* admission to Executive MPA program.

**PUAD-626 Legal Issues in Public Administration (3)** This course deals with the legal basis of government authority and the ways in which legal processes authorize yet limit executive action. Using statute and case law, key executives study the delegation of legislative power, rule-making, administrative appeals, and judicial review. Attention is focused on the legal issues in which key executives are most likely to become involved. Usually offered every spring. *Prerequisite:* admission to Executive MPA program.

**PUAD-627 Politics, Policymaking, and Public Administration (3)** Key executives examine the relationship of the legislative process, congressional oversight, and EOP/OMB review and approval to the administration of government policy. They study response to pressure groups, clientele groups, and the general public. Executives also address their relationship to political executives, the political basis of government organization, and the difficulties of interagency coordination. Usually offered every fall. *Prerequisite:* admission to Executive MPA program.

**PUAD-628 Executive Skill Modules (1-2)** Topics vary by section, may be repeated for credit with different topic. Participation in this program sequence is designed to improve the practical skills that top-level executives use on their jobs. Among the modules available to participants are computer literacy for executives, executive speaking, effective writing, and executive health and fitness. Usually offered every fall and summer. *Prerequisite:* admission to Executive MPA program.

**PUAD-629 Symposium on Executive Management (2)** This course focuses on the integration of the public executive role with the work of the organization from the macro, or institutional, perspective. As the capstone course, it focuses on the perspectives of executive management effectiveness that emerge from the four Key Executive Program study tracks. Usually offered every spring. *Prerequisite:* admission to Executive MPA program.

**PUAD-630 Public Managerial Economics (3)** Microeconomic theory as a framework for understanding the problems of public managers. Resource scarcity, consumer behavior, production, cost, economics of efficient management, operation of product markets under competition and monopoly, labor markets, market failure, and public goods. Usually offered every term.

**PUAD-631 Financing Government Services (3)** May be repeated for credit with different topic (taxation or expenditure analysis). The

practice of public finance and expenditure analysis. Taxation examines revenue instruments and their administration, as well as general principles of public finance. Expenditure analysis focuses on public sector expenditures and the demand for government services in areas such as education, transportation, infrastructure, public safety, health, and social support. Usually offered every term. *Prerequisite:* PUAD-630 or equivalent.

**PUAD-632 Budget and Cost Analysis (3)** Analysis of budget proposals, cost estimation, performance budgeting, cost-benefit analysis, cut-back management, reducing the cost of government, pricing public services, and basic government accounting. Usually offered every spring.

**PUAD-633 Financial Aspects of Public Management (3)** An introduction to the fundamentals of financial aspects of public management. Includes public sector budgeting and budgetary processes, budget execution and control, financial administration, financial statements and accounting, reporting and auditing systems, user fees, pricing public services, and debt. Usually offered every term.

**PUAD-634 Acquisition Management (1.5-3)** Provides students with the requisite understanding to exercise leverage in both the award and administration phases of the acquisition cycle. How to influence outcomes that further programmatic goals in support of public policy objectives. Basic rules, regulations, laws, and directives and ethical considerations are covered with respect to both competitive and sole source acquisitions. Usually offered every term. *Note:* 3-credit offering requires more in-depth study and provides for more class contact time. *Prerequisite:* admission to Executive MPA program.

**PUAD-635 Capital Project Analysis and Financing (3)** Economic and fiscal analysis as applied to capital projects. Assessing economic and social benefits of projects with multi-year costs and benefits, structuring project financing, capital market considerations, cost-benefit analysis, financial and fiscal impact analysis, project planning and siting, and analysis of actual projects. Offered irregularly. *Prerequisite:* PUAD-630 and PUAD-633.

**PUAD-636 Strategic Fiscal Planning (3)** How to analyze the financial health of state and local governments and other public organizations and develop remedies for financial problems. Financial condition is related to expenditure, revenue, and borrowing decisions; the economic base and needs of the community; capital markets; public employees; and the overall economic system. Offered irregularly. *Note:* a course in financial management is recommended.

**PUAD-637 Public Managerial Macroeconomics (3)** An introduction to macroeconomic theory and applications as a basis for understanding the financial environment of public management. Basic models for short- and long-run forecasting of revenue and expenditures. The business cycle and political theories for explaining fiscal patterns at the federal, state, and local levels. Credit markets, interest rates, and debt management. Offered irregularly. *Prerequisite:* PUAD-630 or equivalent.

**PUAD-638 Human Resource Management for Executives (1.5)** How executives exercise discretion in the application of human resource policy to enhance organizational effectiveness. Subjects covered include labor/management relations, merit-based staffing, performance management, employee selection, EEO, employee rela-

tions, and other workplace issues. Usually offered every spring. *Prerequisite:* admission to Executive MPA program.

**PUAD-639 Ethics for Public Managers (1.5)** Explores ethical philosophy and its implications for executive action and decision making. Includes conceptions of the public trust, conflicting interests, ends and means, deception, personal integrity, work place civility, and the need for government to keep its promises. Using case studies, students examine the ethical implications of alternative courses of action. Usually offered every spring. *Prerequisite:* admission to Executive MPA program.

**PUAD-640 Leadership (3)** This course deals with significant theories of leadership and human motivation that have shaped current applications in human resources. Emphasis is on those aspects of humanistic psychology most applicable to individual and group behavior in management. Usually offered every term. *Prerequisite:* admission to the M.S. in Organization Development program.

**PUAD-641 Methods of Problem Solving (3)** An introduction to quantitative methods of analysis and problem solving. Students learn about different applications to training and organization development such as assessing training needs, evaluation designs, and survey techniques. Usually offered every term. *Prerequisite:* admission to the M.S. in Organization Development program.

**PUAD-642 Organization Dynamics (3)** This course focuses on the structure and dynamics of organizations as complex systems. It emphasizes the interaction of social, technological, and environmental factors such as economics, politics, and market dynamics with an organization's operational functions. Includes organizations as dynamic open systems, organizational design and structure, contingency theories of organization, conflict and coordination in organizations, and the relationship of the individual and the organization. Usually offered every term. *Prerequisite:* admission to the M.S. in Organization Development program.

**PUAD-644 Interventions in Organizational Development (3)** This course looks at a number of theories of change, including resistance to change. The course provides opportunities to understand and to experience large system interventions, which help to facilitate transformative change. Students work with the latest technologies to help bring about change in organizations and communities. Usually offered every spring and summer. *Prerequisite:* admission to the M.S. in Organization Development program.

**PUAD-646 Consultation Skills (3)** This course provides students with the opportunity to practice consultation with local clients. Students develop their skills in client contact, contracting, diagnosis, intervention, feedback and follow-up, team building, and the delivery of services to a client, and become clearer about their own consultation style and level of expertise. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

**PUAD-648 Group Theory and Facilitation (3)** This course develops training skills and understanding of the basic theories of laboratory education and group dynamics. Each student diagnoses his or her training style and its effectiveness; learns about needs assessment techniques; develops design skills; and tests his or her diagnostic skills. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

**PUAD-649 Studies in Human Resource Management (1-3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including international human resource development; conflict resolution for human resource development; and building effective work teams for human resource development.

Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

**PUAD-650 Leadership in a Changing Workplace (3)** Students develop their leadership style and capacity. Includes supervision, motivation, team-building, group dynamics, communication skills, conflict resolution, effective work relationships, employee development, and diversity. Usually offered every term.

**PUAD-652 Facilitation and Team Development (3)** Strategies from the behavioral sciences that are used to improve the effectiveness of individuals, teams, and organizations. Includes data collection and feedback, group process observation, team building, conflict management, and professional issues. Usually offered every fall and summer.

**PUAD-653 The Individual and the Organization (3)** This course focuses on three major frameworks for understanding productive and dysfunctional behaviors in organizations: the behavioral, B.F. Skinner, the psychoanalytic, Sigmund Freud and Carl Jung; and the humanistic, Carl Rogers. Students have an opportunity to apply these theories to their own lives and work situations. Offered irregularly.

**PUAD-654 Organization Diagnosis and Change (3)** Alternative theories and methods of intervention designed to bring about effective organization change. Students develop skills by applying theories and models to organization cases. Usually offered every spring. *Prerequisite:* PUAD-650 or equivalent.

**PUAD-655 Managing Labor Management Relations (3)** Understanding the rules governing labor management relations in the public sector in order to make lawful strategic and tactical decisions. Applying the rules to create and manage labor management relationships that maximize government productivity, public satisfaction, and employee fulfillment. Usually offered every spring.

**PUAD-656 Managing Diversity (3)** Focuses on the challenges managers face as they learn to work creatively and effectively with a diverse, multicultural workforce. The dimensions of diversity and people who are different, and the ways to become a more innovative and appropriate manager of differences are examined and explored. Offered irregularly.

**PUAD-657 Managing Organizational Transformation (3)** Systematic methods for identifying organizational realities, discovering root causes of under-performing agencies, analyzing business processes in public service institutions, and designing a transformational performance improvement agenda. Areas of emphasis include process re-engineering, data collection techniques, businesses case analysis, and methods of diagnosis, training and consulting. Usually offered every spring. *Prerequisite:* PUAD-605 or equivalent.

**PUAD-658 Managing Conflict (3)** This course addresses the dynamics of conflict in organizations at three levels: interpersonal, work group, and inter-group. The origins, manifestation, and evolution of conflict in organizations are examined. Classes intersperse experiential activities with discussions of cases and theory. Participants develop skills, knowledge, strategies, and self-awareness to use in diagnosing and managing conflicts at work. Offered irregularly.

**PUAD-659 Action Learning for Executives (1.5)** Action learning is a group and leadership process that solves organizational problems in real time. This course provides students with the knowledge and skills to understand the theory and practice of action learning and prepare a proposal to conduct an action learning project for the executive

MPA comprehensive examination. Usually offered every term. *Prerequisite:* admission to Executive MPA program.

**PUAD-665 Human Resource Management Strategies (3)** Policies and managerial processes for dealing with personnel, including staffing, personnel development, classification, performance appraisal, equal employment opportunity, and labor-management relations. Usually offered every fall.

**PUAD-674 Practicum Research Project (1.5)** Focus on an organizational problem in human resource development, and using techniques (qualitative or quantitative or both) in organizational diagnosis, intervention and change, and evaluation. Students work under the guidance of a faculty mentor. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

**PUAD-675 Organization Analysis and Strategies (3)** An introduction to planning theory, an overview of efforts at governmental planning in the United States; an analysis of the techniques used to develop and implement organizational planning and control systems; and an examination of individual and group resistance to planning and the implications of this for public administration. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

**PUAD-677 Introduction to Organizational Development (3)** The practice of organizational development. Students are given an overview of the theory, terminology, and literature of organizational development, learn about various diagnostic and intervention tools, and have the opportunity to plan for the application of what they have learned in their own organizations. Usually offered every term. *Prerequisite:* admission to the M.S. in Organization Development program.

**PUAD-679 Studies in Human Resource Development (1-3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics, including labor relations for human resource development, organizational diagnosis and intervention for human resource development; personnel administration for human resource development; and institute on group and personal interaction for human resource development. Usually offered every term. *Prerequisite:* admission to the M.S. Organization Development program.

**PUAD-680 The Nonprofit Sector (3)** Characteristics of nonprofit organizations, their environments, and their interactions with governmental and market-based institutions. Diversity of environments, roles in civil society, missions, and organizational structures, as well as ethical, legal, and governance issues. Usually offered every fall.

**PUAD-681 Managing Nonprofit Organizations (3)** The application of management theories and practices in nonprofit organizations. Establishment and sustainability of nonprofit organizations, strategic management principles, organizational structures and processes, multiple funding sources and their impact on budget decisions, staff/board relationships, human resource practices, use of volunteers, accountability systems, and methods for determining organizational effectiveness. Usually offered every spring.

**PUAD-682 Resourcing Nonprofit Organizations (3)** Non-profit organizations face increasing competition for limited resources. Non-profit executives need to attract funds and manage the diverse resources necessary to accomplish their missions. This course examines the sources of funds and methods for obtaining them, including government grants and contracts, membership contributions,

foundations, corporations, major donors, and the role of the board. Financing, planning, budget preparation, fund management, audits, and ethical issues affecting the collection and distribution of funds are also covered.

**PUAD-685 Topics in Policy Analysis and Management (1-3)** Topics vary by section, may be repeated for credit with different topic. Examination of the doctrines associated with the design and implementation of public policies, together with conducting analytical studies on various policies, including social, health care, national security, environmental, science and technology, regulatory, income, and economic. Usually offered every spring.

**PUAD-686 Urban Politics and Administration (3)** The structure of local government for conducting political and administrative business. Political machines, the reform movement, citizen participation, decentralization, urban bureaucracy, agency-client relations, intergovernmental relations, and metropolitan governance. Usually offered every spring.

**PUAD-687 Urban Management (3)** Council-manager relationships, work force staffing and development, the budget and community goals, ethical issues, management control, and external and regional effectiveness. Offered irregularly.

**PUAD-688 Policy Practicum (3)** This course affords students exposure to the institutional, legal, and ethic dimensions of policy analysis in organizational settings. Students perform a policy analysis project for a client.

**PUAD-690 Independent Study Project (1-6) Prerequisite:** permission of instructor and department chair.

**PUAD-691 Internship (1-6) Prerequisite:** permission of instructor and department chair.

**PUAD-692 Cooperative Education Field Experience (3-6) Prerequisite:** permission of department chair and Cooperative Education office.

**PUAD-710 Seminar in Public Administration (3)** Topics vary by section, may be repeated for credit with different topic. An analysis of the various factors that contribute to the overall performance of the executive branch of government. Topics vary, but the course concentrates on the design of research and critical examination of works in the field. Usually offered every term. *Prerequisite:* admission to Ph.D. program or permission of instructor.

**PUAD-799 Doctoral Dissertation Seminar (1-12)**

## Religion

### Undergraduate Courses

**RELG-105/RELG-105G The Religious Heritage of the West 2:1 (3)** The contribution of religion to Western civilization. The eastern Mediterranean roots of Western religions, the emergence of Christianity in the Greco-Roman world, and the rise of Islam. The mature religious synthesis of Medieval Europe. Modern secularism's challenge to this tradition. Usually offered every term.

**RELG-170 Introduction to the New Testament (3)** Literary, historical, and theological study of the New Testament. Particular attention to Jesus, Paul, and the development of the Christian movement. Usually offered alternate falls.

**RELG-185/RELG-185G Forms of the Sacred: Religions of the East 3:1 (3)** An introduction to the method of studying the history of religions. A brief survey of primal religions and Judaism, Christianity, and Islam provides a basis for comparative analysis of the major Eastern religions: Hinduism, Buddhism, Chinese religion, and Shinto. Usually offered every term.

### RELG-210/RELG-210G Non-Western Religious Traditions 3:2

**(3)** How non-Western religious traditions function as systems of symbols, how they interact with both indigenous religious traditions and external religious traditions such as Islam and Christianity, and how they respond to modernization and imperialism. Usually offered every term. *Prerequisite:* for General Education credit: ANTH-110G or LT-150G or RELG-185G or SIS-140G or SOCY-110G.

**RELG-220/RELG-220G Religious Thought 2:2 (3)** Religion and religion's role in life. Beginning with modern approaches to the study of religion, this course examines religious ways of defining the human situation, the quest for salvation, wholeness, and transcendence, and the problem of speaking about the divine within the terms of modern culture. Usually offered every term. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G.

**RELG-370 Islam (3)** Hundreds of millions of people adhere to Islam, sometimes described as the world's fastest growing religion. Students examine historical origins, Prophet Muhammad, Qur'an, and other formative elements underlying the modern Muslim situation. Meets with RELG-670. Usually offered alternate falls.

**RELG-371 Topics in Jewish Religion (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief religious themes of Judaism, major Jewish religious thinkers of the past such as Rashi or other rabbinical scholars, or issues such as the role of mysticism in Judaism. Meets with RELG-671. Usually offered every spring.

**RELG-372 Religion in America (3)** A survey of America's religions beginning with Christianity and Judaism and continuing through contemporary developments of Islam and Buddhism. The course also examines Native American religions, Puritanism, Mormonism, Catholicism, AME, Seventh Day Adventism, and Freemasonry. Field trips to sites in Washington, D.C. Meets with RELG-672. Usually offered every spring.

**RELG-373 Hinduism (3)** This amazingly vital, age-old religion has more than once extended its influence as a religion of truly worldwide significance. Origins, early literature, and main expressions of Hinduism (including Yoga, Bhakti, and cult of the Divine Mother) are presented. Meets with RELG-673. Usually offered alternate springs.

**RELG-375 Religion and Violence (3)** This course explores the religious dimensions, both ideological and cultural, of political and military conflict. Themes include sacred geography and literature as grounds for bloodshed; the sanctity of race; martyrdom/terrorism; and pacifism. Empirical data is drawn from Germany, Lithuania, the Middle East, and the Balkans. Meets with RELG-675. Usually offered every fall.

**RELG-386 Topics in Religious Discussion (3)** Topics vary by section, may be repeated for credit with different topic. Examination of important problems, thinkers, and issues in classical and contemporary religious thought. Topics have included liberation theology, religion in the African Diaspora, Hispanic spiritual traditions, and spirit possession and trance. Meets with RELG-686. Offered irregularly.

**RELG-390 Independent Reading Course in Religion (1-6) Prerequisite:** permission of instructor and department chair.

**RELG-490 Independent Study Project in Religion (1-6) Prerequisite:** permission of instructor and department chair.

**RELG-498 Honors Project in Religion (3-6)** *Prerequisite:* permission of department chair and university honors director.

#### Graduate and Advanced Undergraduate Courses

**RELG-590 Independent Reading Course in Religion (1-6)**

*Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

Note: Courses at the 600 level generally meet with courses at the 300 level. Registration at the 600 level implies graduate-level assignments and higher expectations regarding performance.

**RELG-670 Islam (3)** Hundreds of millions of people adhere to Islam, sometimes described as the world's fastest growing religion. Students examine historical origins, Prophet Muhammad, Qur'an, and other formative elements underlying the modern Muslim situation. Meets with RELG-370. Usually offered alternate falls.

**RELG-671 Topics in Jewish Religion (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on the chief religious themes of Judaism, major Jewish religious thinkers of the past such as Rashi or other rabbinical scholars, issues such as the role of mysticism in Judaism. Meets with RELG-371. Usually offered every spring.

**RELG-672 Religion in America (3)** A survey of America's religions beginning with Christianity and Judaism and continuing through contemporary developments of Islam and Buddhism. The course also examines Native American religions, Puritanism, Mormonism, Catholicism, AME, Seventh Day Adventism, and Freemasonry. Field trips to sites in Washington, D.C. Meets with RELG-372. Usually offered every spring.

**RELG-673 Hinduism (3)** This amazingly vital, age-old religion has more than once extended its influence as a religion of truly worldwide significance. Origins, early literature, and main expressions of Hinduism (including Yoga, Bhakti, and cult of the Divine Mother) are presented. Meets with RELG-373. Usually offered alternate springs.

**RELG-675 Religion and Violence (3)** This course explores the religious dimensions, both ideological and cultural, of political and military conflict. Themes include sacred geography and literature as grounds for bloodshed; the sanctity of race, martyrdom/terrorism; and pacifism. Empirical data is drawn from Germany, Lithuania, the Middle East, and the Balkans. Meets with RELG-375. Usually offered every fall.

**RELG-686 Topics in Religious Discussion (3)** Topics vary by section, may be repeated for credit with different topic. Examination of important problems, thinkers, and issues in classical and contemporary religious thought. Topics have included liberation theology, religion in the African Diaspora, Hispanic spiritual traditions, and spirit possession and trance. Meets with RELG-386. Offered irregularly.

**RELG-690 Independent Study Project in Religion (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Study Abroad

Note: For more information contact AU Abroad at 202-885-1320 or 866-313-0757 or [aubroad@american.edu](mailto:aubroad@american.edu)

#### Undergraduate Courses

**SABD-300 Paris Sorbonne Semester** Through American University's AU Abroad program in Paris, students take a French language and civilization course at the Sorbonne. Students at the elementary,

intermediate, or advanced level increase their skills in spoken and written French. Usually offered every spring.

**SABD-301 Paris Sorbonne Semester** Through American University's AU Abroad program in Paris, students take selected conference courses at the Sorbonne on various topics dealing with French society, culture, civilization, art, politics, etc. Usually offered every spring.

**SABD-320 Rome Semester** Students in American University's AU Abroad program enroll in a range of courses offered at the John Cabot University in Rome. Usually offered every fall and spring.

**SABD-325 Kenya Semester** Students in American University's AU Abroad program may enroll in selected courses offered by the US International University (USIU) in Nairobi, Kenya. Usually offered every spring.

**SABD-335 Chile Semester** Students in American University's AU Abroad program may enroll in selected courses taught in Spanish offered in Santiago, Chile. Usually offered every spring.

**SABD-340 Prague Semester** Students in American University's AU Abroad program enroll in selected courses offered by Charles University in Prague or the Prague Film Academy (FAMU). Usually offered every fall and spring.

**SABD-355 Berlin Semester** Students in American University's AU Abroad program enroll in selected courses taught in English offered by Freie Universität's Berlin European Studies Program. Usually offered every fall.

**SABD-360 Madrid Semester** Students in American University's AU Abroad program may enroll in a range of courses taught in Spanish offered in Madrid. Usually offered every spring.

**SABD-390 Study Abroad: Independent Reading (1-6)** *Prerequisite:* permission of instructor and dean or director.

**SABD-391 Study Abroad: Internship (1-6)** *Prerequisite:* permission of instructor and dean or director.

**SABD-490 Study Abroad: Independent Study (3-6)** *Prerequisite:* permission of instructor and dean or director.

**SABD-415 Summer Study Abroad** Through American University's AU Abroad program students have summer internship and other study abroad program opportunities in various locations in Europe.

**SABD-416 Summer Language Immersion** Through American University's AU Abroad program students have the opportunity to enroll in summer language immersion courses at selected foreign universities in Canada, Mexico, Europe, and Asia.

**SABD-495 Beijing Semester** Students have the opportunity to take courses at Beijing University, China in intensive Chinese language (Mandarin), Chinese economy, history, culture, and society. Usually offered every fall.

#### Graduate Courses

**SABD-615 Summer Study Abroad** Through American University's AU Abroad program students have the opportunity for summer internships and other study abroad programs in various locations in Europe.

**SABD-616 Summer Language Immersion** Students in American University's AU Abroad program have the opportunity to enroll in summer language immersion courses at selected foreign universities in Canada, Mexico, Europe, and Asia.

**SABD-625 Kenya Semester** Students in American University's AU Abroad program may enroll in selected courses offered by the US International University (USIU) in Nairobi, Kenya. Usually offered every spring.

**SABD-640 Prague Semester** Students in American University's AU Abroad program may enroll in selected courses offered by Charles University in Prague or the Prague Film Academy (FAMU). Usually offered every fall and spring.

**SABD-690 Study Abroad Independent Study (1-6)** Prerequisite: permission of the AU Abroad program director and the student's academic advisor.

**SABD-691 Study Abroad: Internship (1-6)** Prerequisite: permission of the AU Abroad program director and the student's academic advisor.

**SABD-695 Beijing Semester** Students have the opportunity to take courses at Beijing University, China in intensive Chinese language (Mandarin), Chinese economy, history, culture, and society. Usually offered every fall.

## International Service

### Undergraduate Courses

**SIS-101 Leadership Gateway (1)** This course highlights theory-based leadership skills and serves to introduce students to the international resources of Washington, D.C. as a global city. Special attention is given to the variety of leadership styles and roles and to practical applications and diversity, culture, and complexity issues. Students design a leadership portfolio built upon field work. Usually offered every fall. May be taken pass/fail only.

**SIS-102 Selected Topics in Leadership (1-2)** Topics vary by section, may be repeated for credit with different topic. Analyses of topics in leadership in a global era, with special attention law and diplomacy, global commerce, global health, and policy issues. Note: open only to students by contract. Usually offered every term.

**SIS-105/SIS-105G World Politics 3:1 (3)** Patterns of conflict and cooperation in a rapidly-changing world. The primary focus is on concepts and theories which provide a framework for analyzing and understanding contemporary issues. The course examines the behavior of states and other international actors, seeks to explain foreign policies, and identifies the main characteristics of interaction among states. Usually offered every term.

**SIS-110/SIS-110G Beyond Sovereignty 3:1 (3)** The role of the sovereign state in a world of complex interdependence and the tension between nationalism and the necessity of cooperative global problem solving. Is the state becoming obsolete? Is global policy possible in such areas as environmental protection, resource management, and containment of the destructiveness of modern weapons? Usually offered every term.

**SIS-140/SIS-140G Cross-Cultural Communication 3:1 (3)** Examines the impact of culture on perception, thought patterns, values, and beliefs in order to better understand the behavior of individuals in different cultures. Specific concerns include cross-cultural conflict and negotiation; the relationship between dominant cultures and subcultures; the issues of race, gender, and class in various societies; and the dynamics of cross-cultural adjustment. Usually offered every term.

**SIS-161 Civilizations of Asia (3)** Comparative study of the major historical, political, and cultural traditions of Chinese, Japanese, Indian, and Southeast Asian peoples. Usually offered every term.

**SIS-206 Introduction to International Relations Research (3)** Introduction to scientific method, data gathering, research design, statistical analysis, and computer applications for international relations and comparative studies research. The course is designed for the beginning student and employs a hands-on approach. The course also

develops the analytical skills students need as active consumers of research findings. Applications are geared to research projects to be encountered in subsequent SIS courses. Usually offered every term.

**SIS-210/SIS-210G Human Geography: Peoples, Places, and Cultures 3:2 (3)** A topical investigation of the interrelationships between human institutions and their surrounding environment. Provides a systematic spatial perspective to the interaction between physical, cultural, ecological, economic, and political systems on both local and global scales. Usually offered every term. Prerequisite for General Education credit: ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G

**SIS-215/SIS-215G Competition in an Interdependent World 3:2 (3)** Economic competitiveness is a major contemporary issue, not only for the major powers, but also for newly industrializing countries and for developing nations. The forces affecting international competition and competitiveness are discussed through an examination of both domestic issues (debt, deficit, innovation, trade, education) and international issues, both political and economic. Usually offered every term. Prerequisite for General Education credit: ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G

**SIS-220/SIS-220G Confronting Our Differences/ Discovering Our Similarities: Conflict Resolution 3:2 (3)** This course on conflict resolution examines our interdependent world and fosters greater intercultural awareness and communication. It encourages students to explore their own sense of identity, attitudes and behavioral choices, and how they affect and are affected by differences and similarities encountered with others. The course employs experiential learning activities. Usually offered every fall. Prerequisite for General Education credit: ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G

**SIS-245/SIS-245G The World of Islam 3:2 (3)** The "inner dynamic" of Islamic culture and an inside look at the workings of Islamic society—a society seen as a whole with its own characteristic inner force and propellant. Original readings illustrating the Islamic paradigm and discussion of the complex relationship among reform, renewal, and fundamentalism stemming from this paradigm. Usually offered every fall. Prerequisite for General Education credit: ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G

**SIS-250/SIS-250G Civilizations of Africa 3:2 (3)** By concentrating on African societies and states, ancient and modern, the course aims to create a greater understanding of, and empathy with, the Africans: the diversity, history, culture, accomplishments, and problems of the people and their continent; and the interaction of their culture with Islam and the West. Usually offered every term. Prerequisite for General Education credit: ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G

**SIS-255/SIS-255G China, Japan and the United States 3:2 (3)** A multidisciplinary introduction to China and Japan that explores the history, culture, social structure, literature, art, politics, economics, and foreign relations of these important countries. Particular attention is paid to the context of East Asian international relations. Usually offered every term. Prerequisite for General Education credit: ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G

**SIS-258 Contemporary Russia (3)** Russia's contemporary political culture and its historical, economic, geographic, and social roots. Usually offered every fall.

**SIS-264 Contemporary Middle East (3)** The Middle East's contemporary political culture and its historical, economic, geographic, and social roots, with special attention to the Arab world. Usually offered every term.

**SIS-265 Contemporary Africa (3)** Africa's contemporary political culture and its historical, economic, geographic, and social roots, with special attention to Africa south of the Sahara. Usually offered every term.

**SIS-276 Contemporary Latin America (3)** Major political, social, and economic change in Latin America, its foundations, factors accelerating and impeding it, and prospects and trends. Usually offered every term.

**SIS-301 Theories of International Politics (3)** Major trends in recent thought, including systematic and behavioral modes of analysis. Problems of explanation and theory building in social sciences with special reference to international studies. Usually offered every fall.

**SIS-303 Special Institute in International Affairs (1-6)** Topics vary by section, may be repeated for credit with different topic. Selected topics dealing with cutting edge issues in international affairs. Usually offered every summer.

**SIS-308 Introduction to Peace and Conflict Resolution (3)** Conflict and violence, as well as cooperation and peaceful change, within and among individuals, cultures, and systems. Effective means for diminishing the level of violence, for increasing the potential for non-exploitative cooperative coexistence, and for collaborative conflict resolution are explored. Usually offered every term.

**SIS-309 British Life and Cultures (3)** Offered as part of the AU Abroad program in London, this course takes students beyond the initial aspects of cultural difference and offers insights into what makes British culture distinct. The course covers the historical processes that have shaped British society and that govern the social attitudes and outlook of modern Britons. In addition, the course offers practical assistance to enable students to adapt to the context of living and studying in London, including field trips to reinforce the material taught in class. The course facilitates student orientation in the context of British society and the workplace and provides an important socio-historical framework. Usually offered every term.

**SIS-311 Political and Economic Impact of Globalization on Latin America (3)** Offered as part of the AU Abroad Andes to the Rainforest program, this course examines the political and economic impact of globalization on Latin America. Emphasis is on the structural changes in governments and liberal economic policies. The course looks critically at these issues to analyze the nature of changes in the region and highlights conflicts emerging in the process of adaptation to a global world. Usually offered every fall.

**SIS-312 Santiago Semester (4)** Part of the AU Abroad Semester in Santiago, seminars on contemporary Chile: politics, economics and society focus on the changing nature of Chile, its move from military to civilian government, and the implications of this on policy and society. Includes civil-military relations; issues of professional and political armed forces; human rights and the search for justice and reconciliation; political parties and coalitions; economic development; "sharing the wealth;" the Green Movement; the role of women in a changing society; the newly independent media and the search for truth; and the Catholic Church. Usually offered every spring.

**SIS-313 Environmental Issues in Latin America (3)** Offered as part of the AU Abroad Andes to the Rainforest program, this course examines how Latin American cultures have treated their environment and natural resources, dating back to pre-Colombian times. It

includes an analysis of the impact of colonization and industrialization, as well as an in-depth study of the region's move towards a model of sustainable development in the twenty-first century. Usually offered every fall.

**SIS-314 Santiago Semester Internship (4)** With a strong working knowledge of Spanish, students may enroll in a two-day-per-week internship. Placements include banks, multi-national corporations, research organizations, the media, and educational institutions. Academic oversight of the internship includes class discussions and written assignments. Usually offered every spring.

**SIS-315 Contemplation and Political Change (3)** Does political change happen by altering social, economic, and political structures or by transforming one's personal understanding and experience of the world? This question stands at the heart of political and social theory. This course explores it by reflecting on each trajectory and appreciating the relationship between the two. Students gain an appreciation for the profundity of the question and, through reading, class discussion and contemplative practice, cultivate a meaningful orientation to their own efforts to improve the quality of life on earth. Usually offered every spring.

**SIS-316 Mediterranean Seminar (6)** From history to philosophy, from mythology to literature, from politics to art, this seminar offers students in the AU Abroad Madrid and the Mediterranean program an interdisciplinary approach to understand the major forces that influenced the Mediterranean area's configuration. It examines the profound and enduring influences and forces, both past and present, which shape the region's political systems and attitudes. Students also experience field trips to areas in the region including Athens, Istanbul, and Rome. Usually offered every fall.

**SIS-317 Mediterranean Politics (3)** Offered as part of the AU Abroad Madrid and the Mediterranean program, this course reviews the Mediterranean region's role in European politics through patterns of conflict and resolution. It covers politics of the Arab world and bilateral relations between countries, with a focus on conflicts in Israel, Turkey, Cyprus, and the Balkans. The course examines the strategic importance of the Maghreb, which combined with southern Europe plays an important role in the decision-making process of the Euro-Mediterranean partnership and the United States. The course also addresses strategic interests, security concerns, defense policies, migration pressure, and risks of nuclear and missile proliferation. Usually offered every fall.

**SIS-318 Topics in North American Studies (3)** Topics vary by section, may be repeated for credit with different topic. Course addresses key issues in North American studies. Meets with SIS-618. Usually offered every term.

**SIS-321 International Law (3)** Institutions of international politics, with emphasis on the nature and function of international law. Usually offered every term.

**SIS-322 Human Rights (3)** This course examines human rights as a global concern in terms of the following: the role of human rights in foreign policy; cultural and ideological perspectives; regional human rights systems; world resources, hunger, poverty, and refugees; and the effects of modernization and development on human rights. Usually offered every spring.

**SIS-325 International Organizations (3)** Institutions of international politics, with emphasis on the nature and functions of international organization. Usually offered every term.

**SIS-328 Approaches to Peacemaking (3)** The theory, history, and methodologies of four approaches to peacemaking: peace through nonviolent action for social change, peace through world order (laws and organizations), peace through collaborative problem solving, and peace through personal and social transformation. Usually offered every fall.

**SIS-331 Overview of the European Union (3)** The European Union and its institutions, historical roots, the variety of its political scenery, the unity of its different cultures, and the strength of its economy—in brief, comprehending the European identity. Usually offered every term.

**SIS-335 Paris: Civilization and Culture (4)** Offered in as part of the AU Abroad program in Paris, this course proposes a rapid chronological overview of French history enhanced by weekly on-site lectures at monuments corresponding to each period. In order to understand the French life and culture of today, it is essential to grasp at least the major outline of its Culture, i.e. history. In addition, emphasis is placed on culture with a small “c” through the examination of contemporary France in its daily expression, such as the use of space, eating habits, public comportment, etc.

**SIS-336 Berlin, the Holocaust and the Nazi Legacy (3)** Part of the AU Abroad Berlin Semester, this course studies multiple aspects of the Nazi era, particularly its policies of genocide, and its legacy in contemporary Germany, with emphasis on the city of Berlin. Taught in English. Usually offered every fall.

**SIS-337 International Development (3)** An introduction to international development divided into three sections: development theories, development assistance, and structural adjustment. In each section a variety of approaches are analyzed, and students are expected to be able to discuss the basic assumptions of each approach and the policy prescriptions that would logically follow from these assumptions. Usually offered every term.

**SIS-338 Environment and Development (3)** This course is an overview of the multidisciplinary field of environment and development. It explores development-related “root causes” of Third World natural resource depletion including poverty, inequality, population growth, faulty prices and markets, and other micro, sectoral, and macro development policies. The course also looks at innovative policy responses to environment and development. Usually offered every fall.

**SIS-340 Foundations of International Communication (3)** The sociology, psychology, and anthropology relevant to the transmission of ideas, perceptions, and feelings between and within cultures. Communication models, perceptions theories, cultural contacts, technological change, public opinion, propaganda, and logic system. Usually offered every term.

**SIS-341 Intercultural Communication (3)** The primary focus of this course is on the dynamics of intercultural communication as it relates to interpersonal interactions across cultural boundaries. The course looks at cultural differences in verbal and nonverbal communication patterns, interpersonal relationship development, and intercultural adaptation processes. Usually offered every term. *Prerequisite:* SIS-140 (may be taken concurrently).

**SIS-347 Contemporary Germany and Berlin (3)** Part of the AU Abroad Semester in Berlin, this course provides students with an overview of the economy and politics of the Federal Republic since unification. Includes political culture, state institutions, the party

system, fiscal and monetary policy, the welfare state, the job market, and banking and finance.

**SIS-349 Selected Topics in International Communication (3)** Topics vary by section, may be repeated for credit with different topic. Cross-cultural problems of communication, research techniques in international communication, and the role of the media in cross-cultural communication. Usually offered every term.

**SIS-350 Honors Colloquium in International Studies (3)** Topics vary by section, may be repeated for credit with different topic. A colloquium experience for University Honors students. Focuses on emerging topics in comparative and regional studies, international communication, international development, international economic policy, international peace and conflict resolution, international politics, and United States foreign policy. Usually offered every term. *Prerequisite:* admission to the University Honors Program.

**SIS-355 The Relations of West European Nations (3)** World War II diplomacy as it affected Europe's postwar position, and the origins and development of the Cold War in Europe. French and West German foreign policy and East-West diplomacy relating to Germany from World War II to the present; European unity with emphasis on the European Union, U.S.-European relations and issues of European security. Usually offered every spring.

**SIS-364 Contemporary Islam and International Relations (3)** Examines the nineteenth century Islamic reform movements in the Middle East and North Africa and the twentieth century neofundamentalist militant movements. The conflict between these movements and the forms of secular nationalism that developed during the same period, as well as the impact of Islamic movements on societies oriented toward Westernization and nationalism. Usually offered every spring.

**SIS-365 Arab-Israeli Relations (3)** A survey of Arab-Israeli relations from their origins to the present. Includes an account of Zionism and Palestinian nationalism, the history of the British mandate, the Arab-Israeli wars, the involvement of external powers, and the quest for peace. The emphasis is on conflict resolution. Usually offered every spring.

**SIS-371 International Relations in Europe (3)** Part of the AU Abroad Semester in Berlin, this course surveys and examines a variety of aspects of international politics in Europe, with particular focus on the Cold War and post-Cold War eras. In-depth study of German foreign policy and international affairs in Europe, European integration and the European Union, the role played by security organizations such as NATO, U.S. and Soviet Union/Russian policy toward Europe, ethno-political conflict, the international impact of Germany's reunification, and the quest for order, security, and stability in the region. Usually offered every fall.

**SIS-376 Brussels Semester Internship (4)** Internships of 16 to 20 hours each week in one of several multinational and international organizations based in Brussels under the supervision of the resident professor. Usually offered every term.

**SIS-377 Madrid Semester Internship (4)** Internships of 16 to 20 hours each week in one of several multinational and international organizations based in Madrid under the supervision of the resident professor. Usually offered every spring. *Prerequisite:* second semester sophomore standing or above and two years of college Spanish.

**SIS-380 Brussels Seminar (4)** Part of the AU Abroad Semester in Brussels: European Union, seminars cover the entire spectrum of European Union (EU) political, economic, and security relations. Includes the institutions, politics, policy-making procedures, and foreign policy of the EU; the history and process of European integration; the role the EU plays in world politics and its relationship with other major powers; the theory and practice of the EU's economic and monetary union, economic policy making, and trade policy; the strategic, political, and economic dimensions of European security; the history and politics of European security policy; and the economic constraints on the EU's efforts to create a common defense policy. Usually offered every term.

**SIS-381 Foreign Policies of the Great Powers (3)** Analysis of the historical evolution and contemporary development of the foreign policies of the United States and the former Soviet Union, including the role of China in the foreign policy of each. Emphasis is on the interaction of the policies and behavior of the major powers. Usually offered every fall.

**SIS-382 Analysis of United States Foreign Policy (3)** Approaches to the study of American foreign policy processes and decision making, the role of the president, the bureaucracy, the Congress, and public opinion. Attention to U.S. relations with selected countries and regions. Usually offered every term.

**SIS-383 United States-Russian/Eurasian Security Relations (3)** Addresses the relations between the United States and Russia, the Soviet Union and its successor states, focusing on the security aspects of those relations. The course primarily covers the evolution of security relations from the Bolshevik Revolution to the present. Usually offered every term.

**SIS-384 American Defense and Security Policy (3)** United States national security policy formulation, including organizational politics, NSC systems, state and defense departments, the intelligence community, defense budgeting, weapons acquisition, and executive-legislative relations. Usually offered every spring.

**SIS-385 International Economic Policy (3)** Major factors and issues in U.S. international economic relations in terms of trade-offs between political and economic priorities; emphasis on U.S. international trade, finance, development, energy, and investment policies. Usually offered every term. *Prerequisite:* ECON-100.

**SIS-386 Selected Topics: Global Social Issues (1-2)** Topics vary by section, may be repeated for credit with different topic. This course provides experiential learning and active research linked to international learning opportunities in various locations.

**SIS-387 Madrid Seminar (4)** Part of the AU Abroad Semester in Madrid, seminars cover the politics, economy, culture, society, and foreign relations of contemporary Spain, including political issues such as separatism, economic trends and Spain's place in the European Union (EU), Spanish society, conflicts among various social groups, and cultural life in Spain. Usually offered every spring.

**SIS-388 International Environmental Politics (3)** Focuses on the political dimensions of transboundary ecological problems. Examines contemporary political responses to global environmental challenges and facilitates creative formulations of theory-based analyses of these challenges. Experiential approaches are also encouraged and emphasized. Usually offered every spring. *Prerequisite:* SIS-105 or SIS-110 or GOVT-130.

**SIS-389 Selected Topics in Policy Analysis (3)** Topics vary by section, may be repeated for credit with different topic. Analysis of

topics in public policy, with special attention to diplomatic, security, economic, or environmental policies. Usually offered every term.

**SIS-390 Independent Reading Course in International Relations (1-6)** *Prerequisite:* permission of instructor and SIS undergraduate studies office.

**SIS-391 Internship in International Affairs (1-12)** Direct involvement in policymaking through participation in a government agency or nongovernmental organization. *Prerequisite:* permission of internship coordinator and SIS undergraduate studies office.

**SIS-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of SIS undergraduate studies office and Cooperative Education office.

**SIS-400 Senior Seminar in International Relations (3)** Topics vary by section, may be repeated for credit with different topic. A capstone experience for SIS majors. Designed to facilitate integration of knowledge in the international relations field. Development and oral defense of significant research projects. Usually offered every term. *Prerequisite:* senior standing in SIS, or permission of instructor.

**SIS-461 AU-Ritsumeikan Exchange (1-6)** Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in American University-Ritsumeikan University (in Kyoto, Japan) exchange program. Usually offered every term. *Note:* Consult SIS undergraduate office.

**SIS-462 AU-Korea University Exchange (1-6)** Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in American University-Korea University (in Seoul, Korea) exchange program. Usually offered every term. *Note:* Consult SIS undergraduate office.

**SIS-463 AU-Sciences Po Exchange, Paris (1-6)** Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in American University-Sciences Po (Institut d'Etudes Politiques de Paris) exchange program. Usually offered every term. *Note:* Consult SIS undergraduate office.

**SIS-465 International Trade and Investment Relations (3)** The major contemporary foreign trade and international investment policy issues confronting the United States. Geographic and functional issues are analyzed in both economic and political terms. Usually offered every fall. *Prerequisite:* SIS-385 or ECON-370.

**SIS-466 International Monetary and Financial Relations (3)** The major contemporary monetary, financial, and energy policy issues confronting the international economic order and the United States. Problems are analyzed in both economic and political terms. Usually offered every spring. *Prerequisite:* SIS-385 or ECON-370.

**SIS-471, SIS-472 International Environment and Development Seminar I (4), II (4)** Focusing on policy and the relationship of the models of development and environmental problems, the seminar links the world of the policymaker with that of the academic theorist. The theme of the seminar is: What do we mean by development, and how do we get there while preserving the planet? Usually offered every fall and spring. *Prerequisite:* permission of Washington Semester Program; must be taken concurrently.

**SIS-473 International Environment and Development Research Project (4)** This field experience during the final three weeks of the semester begins with seminars in the capital city with

government officials, scholars from local universities, nongovernmental groups and foreign assistance organizations. Students travel throughout the country examining innovative programs now under way to create sustainable development alternatives. Students travel to Africa in the fall semester and to Costa Rica in the spring semester. Usually offered every fall and spring. *Prerequisite:* permission of Washington Semester Program.

**SIS-474 International Environment and Development Internship (4)** While in Washington students engage in a two-day-per-week internship providing direct experience in an environmental and/or development organization. Usually offered every fall and spring. *Prerequisite:* permission of Washington Semester Program.

**SIS-486, SIS-487 Peace and Conflict Resolution Seminar I (4), II (4)** Explores conflict, peacemaking, and conflict resolution from various perspectives and prepares students with conflict resolution and change skills to participate actively and creatively in building a global society based on peace, justice, and nonviolent resolution of conflicts. Usually offered every fall and spring. *Prerequisite:* permission of department.

**SIS-488 Peace and Conflict Resolution Research Project (4)** Students write an in-depth research paper on a topic related to peace and conflict resolution. Research skills, analysis, written skills, and originality are emphasized. Usually offered every fall and spring. *Prerequisite:* permission of department.

**SIS-489 Peace and Conflict Resolution Internship (4)** Provides students with first-hand experience in organizations directly involved in a variety of peacemaking and social change efforts. Usually offered every fall and spring. *Prerequisite:* permission of department.

**SIS-490 Independent Study Project in International Relations (1-6)** *Prerequisite:* permission of instructor and SIS undergraduate studies office.

**SIS-491, SIS-492 International Politics and Foreign Policy Seminar I (4), II (4)** Semester devoted to United States foreign policy formulation and implementation. Systematic study of foreign policy emphasizes qualitative analysis and employs quantitative methods as appropriate. Students participate in seminars, workshops, on-site observation, and meet with foreign policymakers and influencers from government, media, and other private-sector organizations. Usually offered every term. *Prerequisite:* permission of Washington Semester Program.

**SIS-493 International Politics and Foreign Policy Research Project (4)** Usually offered every term. *Prerequisite:* permission of Washington Semester Program.

**SIS-497 International Politics and Foreign Policy Internship (4)** Usually offered every term. *Prerequisite:* permission of Washington Semester Program.

**SIS-498 Senior Honors (1-6)** Usually offered every term.

#### Graduate and Advanced Undergraduate Courses

**SIS-051 Summer Institute (0)** Noncredit topics dealing with cutting edge issues in international affairs. Usually offered every summer.

**SIS-503 North American Summer Institute (3)** Topics vary by section, may be repeated for credit with different topic. The Discovering North America institute, offered by the Center for North American Studies (CNAS), is dedicated to understanding the ties that

connect and the differences that divide North America's three countries: Canada, the United States, and Mexico. Students participate in seminars and may be placed in internships with agencies and organizations working on North American issues in Washington, D.C. Usually offered every summer.

**SIS-504 Multinational Corporations (3)** The structure and functions of multinational corporations in the global system and their developmental effect on other actors. Usually offered every term.

**SIS-510 Islamic Sources of Conflict Resolution (3)** Investigates the role of cultural and religious elements in conflicts affecting the Muslim world, and examines Islamic precepts as they relate to the theory and practice of conflict resolution. After reviewing principles and precedents from the Qur'an, the Hadith, the Shari'ah, and traditional Islamic culture, students engage in research projects to analyze conflict and conflict resolution processes both within the Muslim world and between Muslim and non-Muslim ethnic and political groups. Usually offered every spring.

**SIS-511 Kurds: Social, Cultural, and Political Identity (3)** Topics vary by section, may be repeated for credit with different topic. Focuses on the history of the Kurds and their social and political institutions, cultural and social factors contributing to the rise of Kurdish nationalism in the Middle East, Kurdish search for identity and/or political autonomy, the socio-political impact on the countries they inhabit, and their ties to other minorities in the region. Usually offered every term.

**SIS-513 Computer Applications in International Relations Research (3)** An introduction to using the Web for research and publishing materials on the Web. Includes Web-programming techniques and case studies related to vital international relations issues such as trade, the environment, and preventive diplomacy. Student papers are posted on the Web as part of a virtual conference at the end of the semester. Usually offered every term. *Prerequisite:* SIS-206 or SIS-600.

**SIS-514 Spirituality and Global Politics (3)** Examines the application of spirituality to global politics with particular emphasis on how modalities of faith and belief which transcend narrowly sectarian concerns promote peace and conflict resolution. Includes the historical significance of faith and belief on contemporary issues in global politics, content and process of spirituality, and consciousness in social action. Usually offered alternate springs.

**SIS-515 Islamic Peace Paradigms (3)** The ideal of peace is deeply embedded in the religious vision of Islam, but ideas for achieving peace have differed. This course explores the interpretive foundations, history, and practice of four major Islamic paradigms: tradition, reformism (islah), renewalism (tajdid), and Sufism (tasawwuf). The origins, value structure, and methodology of each paradigm are examined in light of the challenges facing contemporary Islamic societies. Usually offered every fall.

**SIS-516 Peacebuilding in Divided Societies (3)** This course explores the various methods and techniques of peacebuilding and conflict resolution that have been applied in conflicts in multiethnic and divided societies. The Israeli-Palestinian conflict is one of the primary case studies, but other examples of deep-rooted conflicts are also integrated into the class. Usually offered every fall.

**SIS-517 Gender and Conflict (3)** This seminar examines the gender dimensions of conflict and political violence. It explores how each aspect of, and actor involved in, conflict is gendered; examines the ways in which women and men experience and deal with conflict dif-

ferently, and focuses on the military, militarization, race, class, and national identity. Usually offered every spring.

**SIS-519 Special Studies in International Politics (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including international economic policy coordination, emerging capital markets, international environmental policy, political risk analysis, international relations of Japan, preventive diplomacy, United States and Cuba, and nonviolence. Usually offered every term.

**SIS-520 Survey of International Law and Organization (3)**

Graduate-level introduction to the nature and functions of international law and the interstate system within which it operates. Emphasis on recent trends and future capabilities. For graduate students who have no previous courses in international law or international organization. Usually offered every fall.

**SIS-528 Special Studies in International Communication (3)**

Topics vary by section, may be repeated for credit with different topic. Rotating topics including international communication and information technology; international communication multilateral negotiation; international communication and public diplomacy; international communication and development; communicating in the Arab world and in Islamic societies; communication, culture, and change; the global knowledge economy; and strategic communications in intelligence and national security. Usually offered every term.

**SIS-530 Colloquium on the Common Market (3)** Topics vary by section, may be repeated for credit with different topic. Taught in French. Topics include institutional development, financing of community activities, community policies, external relations, community law, and business case studies. Specific issues within each area rotate regularly every semester over a two-year cycle. Usually offered every term.

**SIS-533 Population, Migration, and Development (3)** This course provides the necessary analytical skills to understand contemporary population dynamics, especially in the developing world. It examines fundamental components of current trends in population dynamics; theoretical bases of the population debate; fertility issues; the relationship among population, development, and human migration flows; and population policy and sustainable development in developing and developed countries. Usually offered every fall.

**SIS-536 Special Topics in International Development (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include governance, democracy, and development; population, migration, and development; etc. Offered irregularly.

**SIS-537 Special Topics in Development Management (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include managing decentralization, urban development, and small scale enterprise. Usually offered every term. *Prerequisite:* SIS-337, or SIS-637, or equivalent.

**SIS-539 Comparative Development Strategies (3)** This course explores the many factors that affect the way states and societies construct national development strategies. The underlying causes for the wide range of development strategies in the developing world, and the impact particular strategies have on development outcomes such as environmental sustainability, democracy, growth, poverty, income distribution, and social justice. Usually offered every fall.

**SIS-540 Conflict and Development (3)** An examination of the way in which development processes, strategies, and policies in-

crease or decrease local, national, and international conflicts, as well as the ways in which conflicts at all levels condition development choices. Usually offered every fall.

**SIS-541 Systems Analysis for Management, Development, and the Environment (3)** This course provides an opportunity to learn how systems analysis theories, models, and techniques can be rigorously applied to the subject matter of management, environmental policy issues, and international development. Usually offered every spring. *Prerequisite:* SIS-600 or a course in quantitative research methods or statistics.

**SIS-542 Human and Global Security in the New World Order (3)**

This course examines developments in and ways of thinking about security since the end of the bi-polar world order. The course considers ways of thinking about security other than through the national security framework; works towards an understanding of non-military threats to human life, communities, societies, and cultures; examines the intersection of globalism and new forms of security provision; examines the impact of organized crime; assesses the scope and consequences of light weapons proliferation, especially for developing countries; and analyzes forms of involvement in wars. Usually offered every term.

**SIS-545 Comparative and International Race Relations (3)**

Examines the way in which nationalism, feminism, Marxism, and diverse theoretical perspectives have shaped the meaning and role of race. Also addresses methodological issues that arise in the comparative study of race in different regions of the world. Usually offered every fall.

**SIS-546 Race, Ethnicity and Cultural Identity (3)** Explores the complex and dynamic configuration of identity based on race, ethnicity, gender, nationalism, and religion as they relate to specific cultures, globalization, and social discourse. Usually offered every spring.

**SIS-551 Economy, Politics and Society in Europe (3)** The political systems, values, and sociological changes in European society since 1945; an analysis of European nations and regions and of different levels of development and economic organization. Usually offered every fall.

**SIS-553 Central and East Europe in Transition (3)** A comparative approach exploring the circumstances leading to and the consequences of the transitions in central and eastern Europe. Historical, economic, and political perspectives are emphasized. Assessment of relative successes and failures of the transitions and prospects for the region's future. Usually offered every term.

**SIS-557 Foreign Policy Formulation in West European States (3)** Conditioning factors, instrumentalities, political parties, pressure groups and organizations, and public media and opinion. Usually offered every spring.

**SIS-558 Authoritarianism and Democracy in Russia (3)** A comparative analytical approach to the study of Russia (and the Soviet Union). Emphasis is on the interdependence of Russian and Soviet traditions, political leadership, center-periphery relations, Russian governments, and the social dynamics of political change. Usually offered every fall.

**SIS-559 Selected Topics in Cross-National Studies (3)** Topics vary by section, may be repeated for credit with different topic. Ro

tating topics, usually with a geographical or regional focus, include fundamentalist movements in Islam, political economy of African crisis; theories of nationalism; etc. Offered irregularly.

**SIS-560 Chinese Foreign Policy (3)** This seminar provides an overview of Chinese foreign policy and examines China's bilateral relations with its Asian neighbors and the United States, including controversial topics such as arms control, human rights, and the Taiwan issue. Also covers the policy-making process, including the shift of priorities from the era of revolution to the era of modernization. Usually offered alternate springs.

**SIS-561 Modern China (3)** Emergence of China as a world power, with emphasis on economic, political, and social trends in the People's Republic of China today. Usually offered alternate springs.

**SIS-562 Political Economy of China (3)** This course examines the evolution of China's political institutions and its transitional economy since 1949. It focuses on economic reforms in rural and urban areas and the prospect for political reform. Also discussed are significant changes in the financial sectors and state-owned enterprises, as well as the economic integration of "greater China." Usually offered alternate springs.

**SIS-563 Japanese Foreign Policy (3)** This seminar provides a comprehensive understanding of Japan's historical background and its basic foreign policy issues. It examines significant strategic and economic debates regarding Japan's role in the international community with emphasis on Japan's relations with its Asian neighbors and the United States. Usually offered alternate falls.

**SIS-564 Chinese Politics (3)** This course focuses on China's political process from 1949 to the present to provide a comprehensive framework for understanding Chinese politics. It examines the party-state system, political leadership, state-society relations, the role of the military, political culture, and the demand for democratization. Usually offered alternate springs.

**SIS-565 U.S. Economic Relations with Japan and China (3)** The benefits of foreign trade are analyzed in the context of the economic and political factors causing trade imbalances and frictions between the United States and Japan and China. Examination of divergent trade policies and dissimilar trade performances, and analysis of efforts to restore bilateral harmony and equilibrium between the United States and Asia's two largest economies. Usually offered every spring. *Prerequisite:* 6 credit hours of basic economics.

**SIS-566 International Communication Skills Institutes (1-3)** Topics vary by section, may be repeated for credit with different topic. Introduction to specific techniques and approaches currently used in international communication. Usually offered every term.

**SIS-567 International Relations of East Asia (3)** Recent historical and contemporary interstate relations in East Asia and the place of East Asia in world affairs. Usually offered every term.

**SIS-571 International Relations of the Middle East (3)** Recent historical and contemporary interstate relations in the Middle East and North Africa and the place of the Middle East in world affairs. Usually offered every term.

**SIS-573 International Relations of Africa (3)** Recent historical and contemporary interstate relations in Africa and the place of Africa in world affairs. Usually offered every term. *Prerequisite:* SIS-250 or SIS-265 or graduate standing.

**SIS-577 International Relations in the Americas (3)** Recent and contemporary interstate relations in Latin America and the place of Latin America in world affairs. Usually offered every term.

**SIS-578 Comparative Social Movements (3)** Examines a broad range of civil rights, revolutionary, and pro-democracy movements in Europe, the Middle East, Latin America, and the United States. Students develop a comprehensive theory about social movements in order to classify them and develop predictive models about their emergence, shape, and outcome. Usually offered every spring.

**SIS-579 Selected Regional and Country Studies (3)** Topics vary by section, may be repeated for credit with different topic. Comparative perspective on contemporary international relations with regional or area focus. Brings theory to bear on the study of the area. How do major theoretical constructs contribute to understanding the region? Conversely, how does knowledge of the topic area extend the range of generalizations in the social sciences? Usually offered every term.

**SIS-580 Political Economy of Japan (3)** This overview of post-war Japanese political and economic development provides a comprehensive understanding of Japan's political system and economic institutions. It explores the ongoing debate regarding Japan's government-business relationship in the contexts of comparative capitalism and Japan's social and political environment. Usually offered alternate falls.

**SIS-581 Schools of Thought in Contemporary United States Foreign Policy (3)** Seminar examining disparate normative assumptions about United States foreign policy. A wide spectrum of viewpoints is examined, and students explore their own values as they relate to foreign policy. Usually offered every spring.

**SIS-582 United States Policy towards Latin America (3)** This course examines U.S. foreign policy towards Latin America by focusing on the factors that shape U.S. foreign policy. The course considers the extent to which U.S. policy is shaped by the nature of the U.S. impact on Latin America. Usually offered every spring.

**SIS-583 United States in World Affairs (3)** The role of the United States in world affairs and in contemporary regional issues. Focuses on U.S. interests in the Middle East, Europe, southern Africa, Central America and East Asia. Usually offered every fall.

**SIS-584 Transnational Crimes and Globalization (3)** This course provides an overview of transnational crime and corruption and its effects on the political, economic, and social development of countries around the world. Impediments to the effective control of transnational organized crime are considered in the context of increasing globalization and the technological revolution. Usually offered every term.

**SIS-585 Contemporary United Nations (3)** Examines how new United Nations responsibilities will shape the emerging global system, how major groups of countries will affect the UN, and how particular cases highlight the relationships among countries in the UN system. Cases cover issues of crisis management, peace-keeping and developments in the Global South. Usually offered every spring.

**SIS-586 Technology, Security, and Warfare (3)** Examines the role of technology in national and international security through historical and contemporary cases of military-technological innovation and stagnation and their impact on policy, strategy, and conflict. The processes of innovation—and their success or failure—are emphasized,

including the central dynamic involving technologies that favor the offense and those favoring the defense. Usually offered every spring.

**SIS-587 Globalization: Power, Production and Culture (3)** Global transformation slices across former divisions of labor, fundamentally penetrates domestic society, and geographically reorganizes economic activities. This course addresses the underlying causes of globalization and whether it is intensifying and deepening historical tendencies, or is world society entering a new era in the relationship among the state, economy, and culture? Usually offered every fall.

**SIS-588 International Security and Arms Control (3)** The strengths and weaknesses of arms control. Examination of the military strategy-policy relationship, deterrence theory, strategic posture and doctrine, and terrorism. Usually offered every spring.

**SIS-589 Global Political Economy (3)** This course is concerned with the scope of political economy. The focus is on the origins of the modern global political economy and its institutional structure. It examines contemporary issues in political economy, using the division of labor as an organizing concept, and explores the prospects for global restructuring at the turn of the century. Usually offered every spring.

**SIS-590 Independent Reading Course in International Relations (1-6)** *Prerequisite:* permission of instructor and SIS graduate studies office.

**SIS-593 Humphrey Fellows Seminar (3)** Topics vary by section, may be repeated for credit with different topic. Usually offered every term. *Prerequisite:* Humphrey Fellows or permission of instructor.

#### Graduate Courses

**SIS-030 International Affairs Proficiency (0)** Provides training for international affairs tool of research requirements. This course satisfies the tool of research requirement for the SIS master's degree program if completed with a grade of B or better. *Prerequisite:* admission to SIS graduate degree program.

**SIS-042 Academic Research and Writing for International Relations (0)** This non-credit graduate course is designed to improve the academic research and writing skills of non-native English speakers by completing assignments involving lectures and readings in the fields offered by the School of International Service. Students build a solid foundation in international relations theory and vocabulary, and develop critical thinking, presentation, and intercultural communication skills. Usually offered every fall.

**SIS-095 Contemporary Issues in International Law and International Politics (0)** Provides overview of key issues in international law and international politics. Meets for 11 one-hour sessions. *Prerequisite:* J.D./M.A. in International Affairs students or permission of instructor.

**SIS-600 Quantitative Analysis in International Affairs (3)** Introduction to research design, quantitative measurement, statistical analysis, and computer use for international relations research. Usually offered every term.

**SIS-601 Theory in International Relations (3)** Interdisciplinary perspectives; major paradigms of thought; definition of boundaries of the field; normative and analytic goals and definition of priorities. Usually offered every fall.

**SIS-602 AU-University for Peace Exchange (1-6)** Topics vary by section, may be repeated for credit with different topic. Course consti-

tutes key element in American University-University for Peace, Costa Rica exchange program. Usually offered every term. *Note:* Consult SIS graduate office.

**SIS-603 Special Institute in International Affairs (1-6)** Topics vary by section, may be repeated for credit with different topic. Selected topics dealing with cutting edge issues in international affairs. Usually offered every summer.

**SIS-604 Masterworks of International Relations (3)** A literature course divided chronologically by the date of works initiating streams of discourse. Representative later works are also covered. Students are required to keep a working journal of their reading notes for the instructor's inspection.

**SIS-605 Theory of Cooperative Global Politics (3)** Examines the historical movement toward stability and order in the international political system with emphasis on comparing such concepts as nation-state/one world; national interest/human interest; rights of states/human rights; sovereignty/interdependence; war/collaborative conflict resolution. The concepts that underlie the competitive model of world politics—individualism, rationality, and self-interest—are analyzed within the global political context. Usually offered every fall.

**SIS-606 Culture and Peace and Conflict Resolution: Alternatives to Violence (3)** The complex role of culture in peacebuilding and conflict resolution. Historically-grounded conceptualizations of culture are reviewed in terms of their international relations application. The course identifies core patterns of cultural difference in values and beliefs, interpretive frames, and behaviors that impact on peacebuilding and conflict resolution efforts. Also examines specific conflict intervention approaches in terms of their cross-cultural applicability. Usually offered every spring.

**SIS-607 Peace Paradigms (3)** The history and development of approaches to peace, with particular emphasis upon the following: peace through coercive power, peace through nonviolence, peace through world order, and peace through personal and community transformation. Usually offered every spring.

**SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)** Explores conflict resolution as a field of inquiry and research; perspectives, theories, and assumptions underlying conflict analysis and conflict resolution; contending approaches to conflict resolution training and practice. A case analysis approach is used to examine the role of contemporary issues in conflict situations. Usually offered every fall.

**SIS-610 Theory of Conflict, Violence and War (3)** Survey of the theoretical and empirical literature on the causes and conditions of conflict, particularly conflict which is expressed violently at all levels. Includes analyzing violence at the individual level, defining violence (physical, economic, social, cultural, systematic) and why societies support violence. Usually offered every spring.

**SIS-611 International Negotiation (3)** Survey of the theoretical literature on the communicative dimensions of negotiating international conflicts and an examination of conflict settings such as hostage/terrorist situations, diplomatic crises, and protracted social conflicts. Also examines a communication-based approach that focuses on "face" needs, interest/demands, and relationships among the contending parties. The role of emotion is highlighted and specific communication skills central to effective negotiation and mediation of intense conflicts are practiced. Usually offered every term.

**SIS-612 Research Seminar in Peace and Conflict Resolution (3)** Integrative seminar to test theories and assumptions raised in contemporary venues of peace and conflict resolution research. Seminar focuses on peace and conflict resolution research as distinct from research into war and violent conflict. Theoretical and methodological approaches to peace and conflict resolution studies are examined in detail. Usually offered every spring.

**SIS-613 Reconciliation and Justice (3)** This course exposes students to the complex and multi-dimensional aspects of the relationship between reconciliation and justice in a post-conflict context. It also develops a deeper understanding of the challenges involved in applying and designing a reconciliation project in a development context. The course addresses the tension between the request for reconciliation, coexistence, and peace and the demand for justice. Usually offered every fall.

**SIS-614 Ethics in International Affairs (3)** A critical exploration of the ethical dimensions of international relations. This course identifies the values and ethical concerns which underpin international relations theory. It explores the possibility of constructing viable and humane alternatives to the existing world order to recognize cultural diversity and heterogeneity. Usually offered every spring.

**SIS-615 Fundamentals of United States Foreign Economic Policy (3)** Analysis of the principal American policies of international trade, finance, development, energy, and investment. Issues are examined in the context of foreign and domestic economic and political considerations. Usually offered every fall.

**SIS-616 International Economics (3)** Examines comparative advantage and neo-classical trade theory, contemporary trade theories, balance of payments, accounting, exchange rates, and open economy macroeconomics and economic development. Usually offered every term. *Prerequisite:* ECON-603 or equivalent.

**SIS-618 Topics in North American Studies (3)** Topics vary by section, may be repeated for credit with different topic. Course addresses key issues in North American studies. Meets with SIS-318. Usually offered every term.

**SIS-619 Special Studies in International Politics (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including international economic policy coordination, emerging capital markets, international environmental policy, political risk analysis, international relations of Japan, preventive diplomacy, United States and Cuba, and nonviolence. Usually offered every term.

**SIS-620 Studies in Global Environmental Politics (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including international environmental law, sustainable development and environmental protection; international aid for the environment, and environmental security. Usually offered every term.

**SIS-621 International Law and the Legal Order (3)** The nature and functions of international law in interstate relations, with emphasis on recent trends in scholarship and on cases, documents, and other original materials. Usually offered every spring.

**SIS-622 Human Rights (3)** This course examines the philosophical and political bases for the international human rights movement; probes debates over universality, culture, and human rights; introduces United Nations and regional systems and mechanisms for human rights protection and promotion; acquaints students with

methodology; and critically examines foreign policy and NGO/IGO strategies. Usually offered every fall.

**SIS-625 International Organizations (3)** The origins, principles, organization, activities, and performance of major international organizations in issue areas including economic development, international security, trade, and humanitarian assistance. Theoretical aspects are emphasized. Usually offered every spring.

**SIS-628 Advanced Topics in International Communication (1-3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics including: international communication and development; international communication, foreign policy, and public diplomacy; and information technology and international communication; communication, culture, and change; communication in Islamic societies; international communication and the global knowledge economy; multilateral negotiation and international communication; strategic communications in intelligence and national security; media politics and culture in the Arab world; and global communications and culture. Usually offered every term.

**SIS-630 Economic Policies of the European Union (3)** The course deals primarily with the development of the European Union, its institutions, various common policies, external relations, and laws in the larger context of international business. Usually offered every fall.

**SIS-632 Microfinance: Concepts and Practical Tools (3)** This course focuses on aspects of non-traditional financial institutions in developing countries, popularly referred to as microfinance institutions (MFIs). The course familiarizes students with the policy, organizational, and technical aspects of microfinance, and provides the tools to evaluate and analyze the strengths and weaknesses of microfinance as a tool for economic development. Usually offered every fall.

**SIS-633 Selected Topics in International Communication (1-3)** Topics vary by section, may be repeated for credit with different topic. Introduction to a specific technique or approach currently used in the international communication/cross-cultural communication field, focusing on intercultural training, multicultural negotiation, intercultural leadership, or another similar area. Usually offered every term. *Note:* may be taken pass/fail only.

**SIS-634 Field Survey Research Methods (3)** This course provides basic training in designing a field-based research project in international development. It is structured to combine the theoretical aspects of international development with the practical aspects of testing their validity and applicability. Usually offered every spring. *Prerequisite:* SIS-600.

**SIS-635 Advanced Topics in Development Management (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics include rural development and managing economic and political reform. Usually offered every term.

**SIS-636 Micropolities of Development (3)** The objective of this course is an understanding of the survival struggles and strategies individuals face and the choices they make. Some work within credit unions, cooperatives, parties, interest groups, or alone without much group support. Others rely on patrons, prayers, bribes, threats, or combinations of all these resources for survival. Usually offered every term.

**SIS-637 International Development (3)** Alternative theories and definitions of development as expressed in the major international institutions (aid agencies, cartels, multinational corporations) con-

cemed with the transfer of resources. Considers the problems of the "change-agent" in working for development and examines the major development issues. Usually offered every term.

**SIS-638 Selected Topics in International Development Skills (1)** Topics vary by section, may be repeated for credit with different topic. Introduction to a specific technique or approach currently used in the international development field, focusing on project planning, community development, action research, or another similar area. Usually offered every term.

**SIS-639 Selected Topics in International Conflict Resolution Skills (1-3)** Topics vary by section, may be repeated for credit with different topic. Introduction to a specific technique or approach currently used in the international conflict resolution field, focusing on conflict resolution and reconciliation, mediation, interviewing, negotiation, or another similar area. Usually offered every term. *Note:* may be taken pass/fail only.

**SIS-640 International Communication (3)** International communication as a field of inquiry and research; perspectives, theories, and assumptions underlying communication between nations and peoples; international flow of information and its implications in relations among nations and cultures. Usually offered every term.

**SIS-641 Psychological and Cultural Bases of International Politics (3)** Phenomena and problems of international relations in terms of underlying cultural and psychological forces. Theory of international relations from the point of view of the behavioral sciences. Usually offered every spring.

**SIS-642 Cross-Cultural Communication (3)** Contribution of relevant social and behavioral sciences to the study of intercultural and cross-cultural communication. Analysis of culture as communication and value-systems as essential in communication. Usually offered alternate springs.

**SIS-643 Political Economy of International Communication (3)** Examines the political and economic foundations, structures, and processes of contemporary international and global communication. Usually offered every other term. *Prerequisite:* SIS-640.

**SIS-644 Communication and Social and Economic Development (3)** Examination of economic, communication, and development theories, the role of information and communication technology in social and economic development; transfer of technology and uses of communication in economic growth, social change, and national integration. Usually offered every spring. *Prerequisite:* SIS-640 (may be taken concurrently).

**SIS-645 International and Comparative Communication Policies (3)** Examination of communication systems and policies at national, regional, and international levels; the role of international organizations in the formation and implementation of communication policies; political economy of information and transborder data flow. Usually offered every fall. *Prerequisite:* SIS-640.

**SIS-646 Information Systems and International Communication (3)** Illustrates the major concepts and techniques that comprise systems perspectives. Particular attention to the application of systems concepts and related techniques to the flow of information in and across organizations set in a complex, interdependent and changing world. Case studies and action research complement class reading and discussion. Usually offered every spring.

**SIS-647 Governance, Democracy, and Development (3)** Reviews classical and contemporary perspectives on democratic transition, consolidation, and the development of good governance, with special attention to the role of foreign aid. Analyzes the role of civil society and social capital, considers the design of institutions such as constitutions, electoral systems, parties, and agencies of restraint, and also examines accountability, rule of law, and corruption. Usually offered every spring.

**SIS-648 Women and Development (3)** Provides the student with a critical evaluation of the main theoretical structures of feminism as applied to an analysis of the multiple facets of women's lives in the developing world. Explores the diverse socioeconomic, cultural, religious and political factors that affect women including the impact of development itself. Usually offered every spring. *Prerequisite:* SIS-637 or equivalent.

**SIS-649 Environment and Development (3)** An overview of this newly emerging multidisciplinary field. Focuses on debates concerning various human-made or development-related root causes of natural-resource degradation in the Third World. Special attention is paid to the relationship between the poor and the environment. Also looks critically at recent innovative policy responses attempting to link environment and development. Usually offered every spring.

**SIS-650 Global Economy and Sustainable Development (3)** This political economic inquiry focuses on two levels of analysis: the state of world economic activity in the post-World War II period, with primary focus on trade and foreign investments; and the options that exist to achieve "sustainable development" in the Third World. Special attention is given to initiatives to make trade and investment more socially and environmentally responsible. Usually offered every fall. *Prerequisite:* SIS-637 or equivalent.

**SIS-651 Managing Economic Policy Reform (3)** Addresses design and management of macroeconomic stabilization, privatization, social safety net, trade policy, financial sector, and public sector reform in developing countries. Also considers the politics of reform. *Prerequisite:* ECON-603 or equivalent with permission of instructor.

**SIS-656 Contemporary International Relations of Western Europe (3)** Theoretical approaches to the study of European integration. Evolution of West European unity since World War II with emphasis on the European Union, United States-West European relations since the 1960s, and contemporary issues of European security. Usually offered every spring.

**SIS-659 International Relations of Russia and Central Eurasia (3)** The study of Soviet and Commonwealth foreign policies within the analytical perspectives of international relations theory. Historical and contemporary analysis of interstate and inter-regional relations in areas of Russian and Soviet influence. Usually offered every fall.

**SIS-660 Environment and Politics (3)** Provides an introduction to the politics of environmental protection at both the domestic and international levels. It focuses on the dynamics of population, consumption, technology, and economic activity as they relate to resource depletion, water production, and land use. Usually offered every fall.

**SIS-663 Washington Workshop: Advanced Studies and Research in Environmental Policy (3)** A capstone seminar in which students conduct original research on domestic and international environmental policy and politics. Explores contemporary environmental issues such as economic and ecological globalization, information technologies and environmental protection, social and ecological evolution, the place of humans in the natural world, postmodern challenges to environmentalism, post-colonial environmentalism, and environmental security. Usually offered every spring.

**SIS-664 Islam and Nationalism: Middle East (3)** Lectures and discussions on secular nationalism and Islamic militancy in the Middle East and North Africa during the past one hundred years; the origins and characteristics of the movements; the conflict between them and its impact on the politics and international relations of the area; the emergence of neofundamentalist Islamic movements. Usually offered every spring.

**SIS-665 International Trade and Investment Relations (3)** The major contemporary foreign trade and international investment policy issues confronting the United States. Geographic and functional issues are analyzed in both economic and political terms. Usually offered every fall. *Prerequisite:* SIS-616 or equivalent.

**SIS-666 International Monetary and Financial Relations (3)** The major contemporary monetary, financial, and energy policy issues confronting the international economic order and the United States. Problems are analyzed in both economic and political terms. Usually offered every spring. *Prerequisite:* SIS-616 or equivalent.

**SIS-672 Theories of Comparative and International Studies (3)** Unlike the dominant tradition which divides comparative and international politics into separate areas of inquiry, this course bridges these two fields. Includes the rise of the modern state and its relation to historical capitalism and the nation; interactions between the state and the market; democratization and civil society; social movements; and global culture. Usually offered every term.

**SIS-673 Comparative Political Economy (3)** Political economy is examined by comparing countries and regions. Considers the possibilities and limits of transposing models of state and society from one region to another. Focus is on the division of labor, class and identity, the state, industrialization strategies, technological policy, cultural formation, and identity. Usually offered every term.

**SIS-675 Race in International Relations (3)** The concept of race in international relations theory has acquired meaning through issues such as security/immigration policies and trans-national social/political movements. Focuses on the theoretical and practical implications of race as a significant factor in these and other international issues. Usually offered every spring.

**SIS-676 Selected Topics in Cross-National Studies (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics, usually with a comparative or regional focus, include political economy of Africa; theories of nationalism; etc.

**SIS-680 Topics in Research Methods in International Affairs (3)** Topics vary by section, may be repeated for credit with different topic. Rotating topics on qualitative research approaches in international affairs with a particular focus on case studies. Usually offered every spring.

**SIS-681 Intelligence and Foreign Policy (3)** The role of the CIA and other intelligence organizations in formulating and implementing

U.S. foreign policy. Includes human and technical intelligence gathering; processing and analysis; dissemination of information to policy makers; covert action and counterintelligence; the relationship between intelligence organizations, the President, and Congress; and ethics and the conduct of intelligence activities. Usually offered every term.

**SIS-682 United States Foreign Policy (3)** Analysis of American foreign and defense policy processes, including the role of the President, Congress, Departments of State and Defense, the intelligence community, and other actors/factors affecting policy formulation and implementation. Usually offered every fall.

**SIS-683 Congress and United States Foreign Policy (3)** An examination of the role that the U.S. Congress plays in shaping foreign policy. Emphasis is given to contemporary congressional behavior, through case studies, with attention also devoted to constitutional factors and historical patterns. Usually offered every fall.

**SIS-684 National Security Policy (3)** Policymaking, implementation, and control; civilian-military, military-industrial, and executive-legislative relations, and the interaction of security policies of the United States and other powers. Usually offered every fall.

**SIS-685 United States-Russian/Eurasian Security Relations (3)** An intensive reading, research, and discussion seminar focusing on U.S. relations with Russia, its predecessor, and other Eurasian states as an interaction, stressing the security aspects of that interaction. The primary emphasis is on security relations in the postwar period, 1945 to the present. Two subthemes of the seminar are the role of strategic culture and the dynamics of threats. Usually offered alternate falls.

**SIS-686 Proseminar in International Affairs I (3)** This course is the first in a two course sequence, designed especially for Master of International Service degree candidates. Providing an overview of new developments in international affairs, it connects theory to practice at the executive level in international affairs. Usually offered every fall.

**SIS-687 Proseminar in International Affairs II (3)** This course is the second in a two course sequence, designed especially for Master of International Service degree candidates. Focusing on professional strategies for coping with change and professional skills enhancement, the seminar also includes a capstone action research project. Usually offered every spring.

**SIS-688 Domestic Sources of United States Foreign Policy (3)** This course investigates the influences of public opinion, interest groups, and the media on foreign policy decision making. Usually offered every spring.

**SIS-689 Seminar in Policy Analysis (3)** Topics vary by section, may be repeated for credit with different topic. Graduate research seminars on rotating topics including analysis of Russian and Soviet policymaking, domestic and foreign; approaches to foreign policy analysis; cognitive mapping in international relations; and social indicators in foreign policy research. Usually offered every spring.

**SIS-690 Independent Study Project in International Studies (1-6)** *Prerequisite:* permission of instructor and SIS graduate studies office.

**SIS-691 Internship in International Affairs (1-12)** Direct involvement in policy making through participation in a governmental agency or nongovernmental organization. *Prerequisite:* permission of internship coordinator and SIS graduate studies office.

**SIS-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of SIS graduate studies office and Cooperative Education office.

**SIS-693 Practicum: Action Research in Development Management (1-6)** Action research, supervised by a faculty member, involves development management degree candidates in analyzing an organization and its interaction with its environment and clientele. Special attention is given to improving organizational responsiveness to community needs. *Prerequisite:* ECON-560, SIS-636, SIS-637, PUAD-610, and PUAD-614.

**SIS-694 AU-Ritsumeikan Exchange (1-6)** Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in AU-Ritsumeikan Exchange program. Consult SIS Graduate Office. Usually offered every term. *Prerequisite:* permission of SIS dean's office.

**SIS-695 Research Seminar in International Communication (3)** Role and trends of research in international communication; examination of content, strategy and methods; critical analysis of varying schools of thought. Usually offered every spring and summer. *Prerequisite:* SIS-640.

**SIS-697 AU-Korea University Exchange (1-6)** Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in AU-Korea University Exchange program. Usually offered every term. *Note:* consult SIS graduate office.

**SIS-698 AU-Sciences Po Exchange, Paris (1-6)** Topics vary by section, may be repeated for credit with different topic. Course constitutes key element in American University-Sciences Po (Institut d'Etudes Politiques de Paris) exchange program. Usually offered every term. *Note:* consult SIS graduate office.

**SIS-700 Comparative and Regional Studies Proseminar (3)** This course familiarizes Ph.D. students with a broad selection of the most significant perspectives, theories, and methodologies used in the field of comparative and regional studies. Usually offered every fall. *Prerequisite:* admission to the Ph.D. in International Relations.

**SIS-701 International Relations Proseminar (3)** A historical/developmental survey of international relations, beginning with the post-World War I era. Professor and students examine the proposition that the literature of this field reflects and indeed grows out of the changing patterns of world politics at the time of writing. Usually offered every fall. *Prerequisite:* admission to the Ph.D. in International Relations.

**SIS-703 Contemporary Theories of International Relations (3)** This course critically reviews developments in international relations theory over the last decade. Usually offered every fall. *Prerequisite:* admission to the Ph.D. in International Relations.

**SIS-705 Social Theory in Comparative and International Perspective (3)** Topics vary by section, may be repeated for credit with different topic. Theoretical and methodological approaches to comparative and cross-national studies, with emphasis on the systemic context for political activity and how this is manifested in public and international policy. Literature drawn from several so-

cial sciences, with attention to policy and political systems in different types of countries. Usually offered every spring. *Prerequisite:* admission to the Ph.D. in International Relations.

**SIS-710 Colloquium in International Relations (3)** Topics vary by section, may be repeated for credit with different topic. Reading and discussion of literature and ideas in an aspect of the international relations field. Intensive dialogue between faculty members and doctoral students, M.A. students may be admitted with permission. Preparation for comprehensive examination. Offered irregularly.

**SIS-714 Conduct of Inquiry in International Relations (3)** Survey and analysis of alternative theories of knowledge in the social sciences. Epistemological norms of modern empiricism. The critique of empiricism. Linguistic analysis, phenomenology, ethnomethodology, hermeneutics, critical theory, structuralism, and post-structuralism. Application to the study of international relations. Usually offered every spring. *Prerequisite:* admission to the Ph.D. in International Relations.

**SIS-715 Seminar on Advanced Research Design (3)** An overview of social science research methodology issues guiding students in the design of their own research projects. Usually offered every spring. *Prerequisite:* admission to the Ph.D. in International Relations.

**SIS-725 Seminar on Law in International Affairs (3)** The history and theory of international law, major areas of change in contemporary law, and the role of the practitioner. Research in students' special fields. Usually offered every spring.

**SIS-740 Colloquium in International Communication (3)** Intensive dialogue between faculty members and doctoral students in international communication. Master's students preparing to take their comprehensive examinations are admitted with permission. Usually offered every spring.

**SIS-790 Doctoral Independent Study in International Relations (1-6)** *Prerequisite:* permission of instructor and Ph.D. program director.

**SIS-794 Substantial Research Paper with Coursework (3)** Substantial research paper in conjunction with any 500-, 600-, or 700-level course in the School of International Service. *Prerequisite:* permission of department.

**SIS-795 Master's Research Requirement (1-3)**

**SIS-797 Master's Thesis Supervision (1-6)** *Prerequisite:* permission of department.

**SIS-799 Dissertation Seminar (1-12)** SIS faculty, invited scholars, and doctoral students make formal scholarly presentations. Usually offered every term. *Prerequisite:* matriculation as a doctoral student in residence.

## Sociology

### Undergraduate Courses

**SOCY-100/SOCY-100G American Society 4:1 (3)** American pluralism and the variety of social arrangements and relationships found in American society. The emphasis is on how society is stratified; how organizations and institutions influence the way Americans think, talk, feel, and act; and how different groups (racial and ethnic) and divisions (gender and class) within society have differential access to power and privilege. Usually offered every term.

**SOCY-110/SOCY-110G Views from the Third World 3:1 (3)** Introduction to the sociology of the Third World through study of the works of its own intellectuals and political leaders. Reflections on

Third World societal structures and explanations of dilemmas of development and of strategies for overcoming these dilemmas. The course links texts to their Third World context. Usually offered every term.

**SOCY-150/SOCY-150G Global Sociology 4:1 (3)** An introduction to sociology that focuses on the process of global social change as a critical factor in understanding contemporary societies. It emphasizes macrosociology (the study of large organizations and whole societies) and the creation of today's global society, including similarities and differences within it. Two major themes—modernization and globalization—are emphasized and their implications for individuals, groups, communities, societies, and governments are explored. Usually offered every term.

**SOCY-205/SOCY-205G The Family 4:2 (3)** The family as a social institution in a changing society. Social inequalities of class, race, ethnicity, and gender as key factors in shaping diverse forms and experiences in family life. Theoretical and actual alternatives to family patterns as well as the future of the American family. Usually offered every term. *Prerequisite for General Education credit:* ANTH-150G or PSYC-105G or SOCY-100G or WGST-125G

**SOCY-210G/SOCY-210G Inequality: Class, Race, Ethnicity 4:2 (3)** Structured inequality in society in socioeconomic, racial, and gender terms. How the individual's life and experiences are circumscribed and structured by his or her position in the social stratification system. How and why stratification systems emerge and are reproduced and their alternatives. Usually offered every term. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G

**SOCY-215/SOCY-215G The Rise of Critical Social Thought 2:2 (3)** Issues about social science as a critical vision of society; imagined social possibilities and their comparison to existing social institutions. Secondary themes are individual development, community, large societal institutions, the effects of industrialism and capitalism, and the limits of social science knowledge as a guide to social planning and social action. Usually offered every term. *Prerequisite for General Education credit:* GOVT-105G or HIST-115G or JLS-110G or PHIL-105G or RELG-105G

**SOCY-225/SOCY-225G Contemporary Arab World 3:2 (3)** The social, economic, and political structure of the Arab World with special emphasis on the impact on this region of the rise and fall of oil revenues. A macrosociological approach places the region in the global political economy and introduces students to its problematics and historical-cultural specificity. Usually offered every term. *Prerequisite for General Education credit:* ECON-110G or GOVT-130G or HIST-120G or SIS-105G or SIS-110G

**SOCY-235/SOCY-235G Women in the Third World 3:2 (3)** Focusing on Third World women and social change in different cultural contexts and in the global political-economic system, this course emphasizes the centrality of women in the rapidly changing world, particularly in terms of work, distributive justice, development policy, democratization, and the environment. Usually offered every spring. *Prerequisite for General Education credit:* ANTH-110G or LIT-150G or RELG-185G or SIS-140G or SOCY-110G

**SOCY-315 Major Social Theorists (3)** Examines the contributions of major thinkers in social theory. Focus on both "classical" thinkers, such as Marx, Durkheim, and Weber, and more contemporary theorists, such as George Herbert Mead, Talcot Parsons, and Simone de Beauvoir. Traces formative influences on existing schools of social

theory. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-320 Introduction to Social Research (3)** An introduction to the major research methods in social science, their links to theory and practice, and their use in research projects. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-330 Conflict and Change: Macrosociological Perspectives (3)** Analysis of socio-political processes in the development of national, regional, and world systems. The formation of social movements in this context. Usually offered every spring. Meets with SOCY-630. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-350 Social Problems in a Changing World (3)** Sociological perspectives on the construction of social problems in a changing world. Focus on analysis of contrasting views and solutions for such conditions as global inequality, environmental degradation, population growth, inequalities based on economic class, race, gender, sexual orientation, and age, and institutional crises involving families, education, health care, crime, and justice. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-351 Race and Ethnic Conflict: Global Perspectives (3)** A focus on what happens when divergent types of persons experience social contact. Racial, ethnic, tribal, national, and religious interactions throughout the world. The processes include conflict, amalgamation, acculturation, assimilation, prejudice, and discrimination. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-352 Women, Men, and Social Change (3)** Focuses on gender as a basic organizational principle of social life in order to study the social construction of gender and how gender relationships are transformed in the process of social change. The course examines how race, class, and gender interact with culture in shaping the lives, social positions and relationships of diverse kinds of women and men in a changing world. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-353 The Human Condition and the Totalitarian Experience (3)** Offered as part of the AU Abroad program in Berlin, this course outlines the classical concept of the totalitarian state as developed by Hannah Arendt and others, taking Hitler and Stalin as their models. It covers modifications in theories of totalitarianism as a result of historical changes and developments, as well as criticisms of the concept.

**SOCY-354 White Privilege and Social Justice (3)** This course considers the social, legal, and media constructions of white racial identities in relation to issues of racial justice. It examines how white privilege intersects with gender, class, and sexuality. Students develop skills for multicultural alliances and strategies for antiracist activism. Usually offered every spring.

**SOCY-365 Economic Development and Social Change (3)** A course on societal development that explores what it means for a society to "develop." How do we measure a society's development and what is known about the material, economic, political, social and cultural conditions necessary for development? What worked and what did not work in past development strategies and which strategy is most likely to succeed in the 1990's global socio-economic system? Meets with SOCY-665. Usually offered every fall. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-367 Sociology of the City (3)** The transition to a post-industrial society has led to a dramatic socio-political restructur-

ing of major cities into complex systems of urban-suburban metropolises. Regional, national, and international forces are responsible for the contemporary growth and economic prosperity of suburban "edge" cities and the concentration of poverty and racial-ethnic/national minorities in the central city. This course explores the emerging international hierarchy of "global cities" with the socio-spatial patterns of inequality and political conflict. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-370 Power, Politics and Society (3)** Political sociology in a comparative global perspective including the role and functions of the state; relative state autonomy, state legitimacy, forms of democracy and democratization processes, state and civil society; political ideology and culture; and ethnicity, nationalism, and the state. Usually offered alternate springs. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-372 Law, Rights, and Society (3)** The comparative sociology of legal systems including state laws, social norms, and social control. Examines inequality in the provision of civil rights and legal statutes with regard to gender, ethnicity, and class. Also covers state legitimacy and the rule of the law; civil law, civil society, and economic development; and law, order, and movements for social change. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-389 Society and the Global Environment (3)** Exploration into the relationship between social groups and the physical environment. Focus on the actions and reactions of public and policy groups in identifying and coping with natural and technological problems. Analysis of specific socio-environmental problems and the roles and methods of social scientists and others in social-impact assessment and social change. Meets with SOCY-689. Usually offered every spring.

**SOCY-390 Independent Reading Course in Sociology (1-6)** *Prerequisite:* permission of instructor and department chair.

**SOCY-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* SOCY-100 or SOCY-150, placement by Cooperation Education Program, and permission of department chair and instructor.

**SOCY-415 Current Issues in Social Theory (3)** Focus on contemporary social theories including postmodernism, feminism, neo-functionalism, rational choice, world-systems, and neo-Marxism. Traces relation—continuity and rupture—of current issues to classical traditions and important thinkers in social theory. Emphasis on issues of theory construction, evaluation, and critique. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-423 Social Policy Research (3)** An overview of major issues in social-policy program evaluation. Types of evaluations and basic research methods appropriate to each. Practical experience in designing and carrying out both qualitative and quantitative evaluations of social programs. Usually offered alternate springs. *Prerequisite:* SOCY-320 or permission of instructor.

**SOCY-490 Independent Study Project in Sociology (1-6)** *Prerequisite:* permission of instructor and department chair.

**SOCY-491 Internship (1-6)** Internship in social service, social change, and social research agencies. *Prerequisite:* SOCY-100 or SOCY-150 (internships in social research agencies require SOCY-320), and permission of department chair and instructor.

**SOCY-492 Major Seminar in Sociology (3)** Integrates social theory and research as well as social policy and advocacy through the examination of social issues of global significance. Focuses on questions such as who is defining the issue, what do sociologists say about the issue, and how central is sociological knowledge to understanding the issue? Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150.

**SOCY-498, SOCY-499 Honors: Senior Year (1-6)**

#### Graduate and Advanced Undergraduate Courses

**SOCY-515 Models of Societal Development (3)** Analysis of the structure and dynamics of whole societies in the modern global system. Paradigms of societal development: classical Marxism, modernization, dependency, articulation of modes of production, world-system theory, neo-Marxism, neomodernization, etc. Consideration of growth with equity, structural adjustment, privatization and sustainable growth policies on societal structure and change. Usually offered every spring. *Prerequisite:* graduate standing or three courses in sociology.

**SOCY-525 Social Advocacy and Social Change (3)** Examines social change methods and mobilizing successful movements for social change: defining issues, forming constituencies, recruitment, choosing goals and strategies, criteria for choosing tactics, fundraising and resource mobilization, grassroots leadership development, handling the media, legislative coalitions and judicial remedies. Usually offered alternate springs. *Prerequisite:* graduate standing or three courses in sociology.

**SOCY-531 Regional Studies in Social Change (3)** Topics vary by section, may be repeated for credit with different topic. Topical courses examining social change in different parts of the world as a cause and consequence of economic development including Africa, Latin America, and the Middle East. Emphasis on the social effects of governmental or corporate policies. Offered irregularly. *Prerequisite:* graduate standing or three courses in sociology.

**SOCY-550 Stratification: Socio-Economic Inequality (3)** A broad view of the varied sociological approaches to socio-economic stratification considered in terms of domestic, comparative-historical and international dimensions. Explores the functionalist, conflict and elite theories, methodologies of stratification, and the issues of social mobility, poverty and the welfare state. Investigates class formation and the social consequences of stratification on the individual, group and society. Usually offered every spring. *Prerequisite:* graduate standing or permission of instructor.

**SOCY-552 Sociology of Popular Culture (3)** Popular culture is an increasingly central part of people's lives. This course acquaints students with major sociological theories of popular culture and applies them to areas including music, films, mass media, race, identity, novels, love, and sex. Usually offered every spring.

**SOCY-553 Multiculturalism (3)** This course explores the politics of "difference" by examining multiculturalism in relationship to identity, culture, nationhood, and social justice. Particular attention is paid to how the concept of multiculturalism articulates notions of culture, knowledge, and power. The course has a strong theoretical orientation and requires students to assess and apply complex social theories of identity and difference to contemporary issues of inequality. Usually offered every fall. *Prerequisite:* three courses in sociol-

ogy including SOCY-210, SOCY-351, or SOCY-354, or graduate standing.

**SOCY-555 Sociology of Language (3)** This course provides a practice-centered introduction to the sociology of language, an emergent approach to analyzing the production of meaning in social life. It explores the analytical power of simple inductive analysis, ethnmethodology, and poststructuralist discourse analysis. This course reflects the interdisciplinary ferment of contemporary social research and guides students in conducting cutting-edge, qualitative research. *Prerequisite:* SOCY-320 or graduate standing.

**SOCY-560 Labor Sociology: Critical Perspectives on Work and Workers (3)** Provides students with a broad overview of the varied sociological approaches to the field. Examines changing job structures, compensation patterns, labor market reorganization, rise of temporary workers, trends in organized labor, immigration impacts, and labor-management relations. Themes include post-Fordist labor relations, politics of flexible accumulation, consequences of industrial restructuring, trends in the post-industrial economy, and NAFTA. Offered irregularly.

**SOCY-570 Sociology of Gender and Family (3)** The study of gender and family as basic principles of the social order and primary social categories. Introduces students to the theories, data sources and applications of family structures and gender relationships in the United States and cross-culturally. Usually offered every fall. *Prerequisite:* graduate standing or three courses in sociology.

**SOCY-580 Social Policy Analysis (3)** Examines the variety of conceptual frames that social scientists use in analyzing social policies and provides a basis for their selection. A second part deals with the detailed analysis of case studies and introduces practitioners who contributed to them. Usually offered every fall. *Prerequisite:* graduate standing or three courses in sociology.

**SOCY-582 Children, Poverty, and Public Policy (3)** Examination of the current child poverty situation in the United States. Considers how poverty is defined, the numbers of poor children and causes of child poverty; anti-poverty policies such as the New Deal, the War on Poverty, and welfare reform law; and current proposals to reduce child poverty such as child care and training for the poor, job creation, and tax policy. Usually offered every spring. *Prerequisite:* SOCY-100 or SOCY-150 or graduate standing.

**SOCY-590 Independent Reading Course in Sociology (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**SOCY-610 History of Sociological Theory (3)** Comparative study of major theorists in the nineteenth and twentieth centuries. Usually offered every fall.

**SOCY-611 Modern Sociological Theory (3)** An analysis of modern sociological theories and major schools of social thought. Problems of theory construction. Usually offered every spring. *Prerequisite:* SOCY-610.

**SOCY-620 Social Research I (3)** Focuses on both qualitative and quantitative data collection. Emphasizes research practice, formulation and specification of research questions, ethics, development of research designs, fieldwork, interviewing, coding, measurement, and questionnaire design. Usually offered every fall. *Prerequisite:* STAT-514.

**SOCY-621 Social Research II (3)** Focuses on data analysis of categorical and survey data including percentage tables and measures of association. Analysis of continuous data using regression, bivariate,

multiple, and stepwise. Includes dummy variable, graphical tools, and assessment of supporting diagnostics. Usually offered every spring. *Prerequisite:* STAT-514 and SOCY-620.

**SOCY-622 Selected Topics in Social Research Skills (1)** Topics vary by section, may be repeated for credit with different topic. Introduction to a specific research tool or method currently used in sociology; the options include research strategies (e.g., telephone surveys, focus groups), analysis techniques (e.g., event history, qualitative data), or particular applications of research methods (e.g., program evaluation, community action). Usually offered every term. *Prerequisite:* SOCY-620 or permission of instructor.

**SOCY-630 Conflict and Change: Macrosociological Perspectives (3)** Analysis of socio-political processes in the development of national, regional, and world systems. The formation of social movements in this context. Usually offered every spring. Meets with SOCY-330. *Prerequisite:* SOCY-515 or permission of instructor.

**SOCY-635 Race, Gender and Social Justice (3)** This seminar explores the disjunction between biological myths of race and gender and their social construction as credible institutions; the historical, economic, and political roots of inequalities; the institutions and ideologies that buttress and challenge power relations; and the implications of social science teaching and research for understanding social class, race, and gender discrimination. Issues of advocacy for social change are also explored. Usually offered every spring. *Prerequisite:* permission of instructor.

**SOCY-650 Stratification: Race and Ethnicity (3)** This course investigates the structures of racial and ethnic stratification including their relationship to socio-economic inequality and stratification. Patterns of race and ethnic stratification are analyzed in their domestic, historical and international manifestations. The social constructions of racial and ethnic groups, consciousness and policies are considered. Also includes the interaction of class, race, ethnicity and gender. Usually offered every fall.

**SOCY-665 Economic Development and Social Change (3)** A course on societal development that explores what it means for a society to "develop." How do we measure a society's development and what is known about the material, economic, political, social and cultural conditions necessary for development? What worked and what did not work in past development strategies and which strategy is most likely to succeed in the 1990's global socio-economic system? Meets with SOCY-365. Usually offered every fall.

**SOCY-670 Gender, Family, and Work (3)** Informs students about the interrelationship between work and family for both men and women. The course deals with research and policy concerns in both a national and cross-cultural perspective. Usually offered every spring. *Prerequisite:* SOCY-560, SOCY-570, or permission of instructor.

**SOCY-680 Social Policy Research (3)** An introduction to research techniques in the fields of applied sociology, evaluation research, and the interdisciplinary arena of social policy studies. Provides students with the necessary sociological context and methodological expertise for participating in practical social policy research. Usually offered every spring. *Prerequisite:* SOCY-580 or permission of instructor.

**SOCY-689 Environmental Sociology (3)** Exploration into the relationship between social groups and the physical environment.

Focus on the actions and reactions of public and policy groups in identifying and coping with natural and technological problems. Analysis of specific socio-environmental problems and the roles and methods of social scientists and others in social-impact assessment and social change. Meets with SOCY-389. Usually offered every spring.

**SOCY-690 Independent Study Project in Sociology (1-6)** *Prerequisite:* permission of instructor and department chair.

**SOCY-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**SOCY-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**SOCY-720 Research Seminar in Sociology (3)** Identification and development of research subjects, relevant theoretical/conceptual perspectives and methodologies. Writing, organization and argumentation. Students research and write substantial papers based on appropriate sources and/or bases of data. Usually offered every fall. *Note:* M.A. students may use this course toward fulfillment of the research requirement; Ph.D. candidates to develop dissertation proposals.

**SOCY-795 Master's Research: Independent Study in Sociology (3)** Directed research under the supervision of a faculty member selected by the student. Preparation of a substantial research report on a topic related to the student's field of concentration. Offered irregularly. *Prerequisite:* permission of instructor.

**SOCY-797 Master's Thesis Independent Study (1-6)**

**SOCY-799 Doctoral Dissertation Independent Study (1-12)** Directed dissertation research under the supervision of the student's dissertation committee chair. Open to graduate students whose dissertation proposal has been approved by the department. Usually offered every term.

## Statistics

**Note:** Students should consult the department for advice and placement testing for appropriate mathematics and statistics courses.

### Undergraduate Courses

**STAT-202 Basic Statistics (4)** Classification of data, averages, dispersion, probability, frequency distributions, confidence intervals, tests of significance, nonparametric techniques, simple regression, and correlation. A package of computer programs is used to demonstrate various statistical techniques. Separate sections are available for biology, business, economics, psychology, education, sociology, and government majors. Usually offered every term. *Prerequisite:* MATH-15x or permission of department.

**STAT-300 Business and Economic Statistics (3)** Estimation, inference, multiple regression, and correlation. Elementary decision theory. Usually offered every fall. *Prerequisite:* STAT-202 with a grade of C, or permission of department. *Note:* students may not receive credit for STAT-300 and either STAT-302 or STAT-514.

**STAT-302 Intermediate Statistics (3)** Acquisition and development of statistical methods that are used commonly throughout the social sciences, the physical sciences, and governments for research as well as for routine planning and forecasting. Methods include techniques for estimation and inference with qualitative and quantitative data focusing on regression, correlation, analysis of variance and nonparametric statistics. Usually offered every spring. *Prerequisite:* a grade of C or higher in STAT-202, or per-

mission of department. *Note:* students may not receive credit for STAT-302 and either STAT-300 or STAT-514.

**STAT-390 Independent Reading Course in Statistics (1-6)** *Prerequisite:* permission of instructor and department chair.

**STAT-392 Cooperative Education Field Experience (3-9)** *Prerequisite:* permission of department chair and Cooperative Education office.

**STAT-490 Independent Study Project in Statistics (1-6)** *Prerequisite:* permission of instructor and department chair.

### Graduate and Advanced Undergraduate Courses

**STAT-502 Introduction to Mathematical Statistics (3)** Probability, probability distributions, sampling, sampling distributions, and introduction to the theory of point estimation and statistical inference, including confidence intervals and hypothesis testing. Usually offered every spring. *Prerequisite:* MATH-212 or equivalent and MATH-501, or permission of instructor.

**STAT-510, STAT-511 Theory of Sampling I (3), II (3)** Mathematical development of basic principles of survey design, including methods for determining expected value, bias, variance, and mean square error; simple random, systematic, stratified, cluster, multistage, and double sampling; unbiased, ratio, regression, and composite estimation; optimum allocation of resources; controlled and other nonsimple methods of selection; introduction to measurement error, and comparison of alternative designs. STAT-510 usually offered alternate falls; STAT-511 usually offered alternate springs. *Prerequisite:* STAT-502 or equivalent.

**STAT-514 Statistical Methods (3)** Averages, dispersion, probability, sampling, and approach to normality; simple and multiple regression, tests and confidence intervals for means, proportions, differences, and regression coefficients; nonparametric statistics; and analysis of variance. Usually offered every term. *Prerequisite:* STAT-202 or equivalent. *Note:* does not carry credit for majors in mathematics or statistics; students may not receive credit for STAT-514 and either STAT-300 or STAT-302.

**STAT-515 Regression (3)** Simple and multiple regression, least squares, curve fitting, graphic techniques, and tests and confidence intervals for regression coefficients. Usually offered every fall and summer. *Prerequisite:* STAT-514 or equivalent.

**STAT-516 Design of Experiments (3)** Design and analysis of the results of balanced experiments, simple analysis of variance, components of variance, analysis of covariance, and related subjects. Usually offered every spring. *Prerequisite:* STAT-514 or equivalent.

**STAT-517 Special Topics in Statistical Methodology (3)** Topics vary by section, may be repeated for credit with different topic. Alternating topics in statistics from an applied viewpoint. Topics include sampling, multivariate techniques, factor analysis, and time series. Usually offered alternate summers (odd years). *Prerequisite:* STAT-514 or equivalent.

**STAT-519 Nonparametric Statistics (3)** Application of nonparametric techniques in the analysis of social-science data, with emphasis on tests appropriate for data having interval, nominal, and ordinal scales. Usually offered alternate falls (even years).

*Prerequisite:* STAT-514 or permission of instructor.

**STAT-520 Applied Multivariate Analysis (3)** Introduction to multivariate analysis emphasizing statistical applications. Includes

matrix theory, multivariate distributions, tests of hypotheses, multivariate analysis of variance, principal components, discriminant analysis, canonical correlation, multivariate regression, and related subjects. Usually offered alternate falls (odd years). *Prerequisite:* STAT-514 or equivalent.

**STAT-521 Analysis of Frequency Data** (3) Chi-square tests, contingency tables (2 X 2, r X c, and multidimensional), loglinear models, and other special models. Usually offered alternate springs (even years). *Prerequisite:* STAT-514 or equivalent.

**STAT-522 Time-Series Analysis** (3) An introduction to the theory of time-dependent data. The analysis includes modeling, estimation, and testing; alternating between the time domain; using autoregressive and moving average models and the frequency domain; and using spectral analysis. Usually offered alternate springs (odd years). *Prerequisite:* STAT-515 or STAT-520 or permission of instructor.

**STAT-524 Data Analysis** (3) An introduction to exploratory data analysis, including resistant or robust techniques, study of residuals, transformations, graphical displays, and related topics. Usually offered every fall. *Prerequisite:* STAT-515 or STAT-520 or equivalent.

**STAT-525 Statistical Software** (3) Introduction to the use of the SAS language to prepare, modify, and analyze data, interpret output and final preparation of results. Emphasis on practical programming principles and use of built-in procedures in both personal computer and main frame environments. Comparisons with other programming languages. Usually offered every fall. *Prerequisite:* STAT-514 or two statistics courses, or permission of instructor.

**STAT-530, STAT-531 Mathematical Statistics I** (3), **II** (3) Distribution and functions of random variables, generating functions, order statistics, point estimation, maximum likelihood, confidence intervals, tests of hypotheses (Neyman-Pearson, likelihood ratio, etc.), linear regression, and analysis of variance. STAT-530 usually offered every fall; STAT-531 usually offered every spring. *Prerequisite:* MATH-313, STAT-502 or equivalent, and MATH-310.

**STAT-584 Introduction to Stochastic Processes** (3) Introduction to random walks, Markov chains and processes, Poisson processes, recurrent events, birth and death processes, and related subjects. Usually offered every spring. *Prerequisite:* MATH-501 or STAT-530 or MATH-574.

**STAT-590 Independent Reading Course in Statistics** (1-6) *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**STAT-600 Advanced Mathematical Statistics** (3) Theory of estimation, properties of estimators, large-sample properties and techniques, and applications. Usually offered every fall. *Prerequisite:* STAT-531 and MATH-574 (may be taken concurrently).

**STAT-601 Topics in Advanced Probability and Statistics** (3) Topics vary by section, may be repeated for credit with different topic. Mathematical foundations of statistical theory. Special topics in probability and mathematical statistics. Usually offered alternate springs (odd years). *Prerequisite:* permission of instructor.

**STAT-610 Statistical Inference: Estimation** (3) The mathematical foundations of statistical inference; the Theory of Estimation including minimum risk-, Bayes-, minimax-, and equivariant esti-

mation; decision theory; and large sample behavior. Usually offered alternate falls (even years). *Prerequisite:* STAT-600.

**STAT-616 Regression II** (3) Extension of regression methodology to more general settings where standard assumptions for ordinary least squares are violated. Generalized least squares, robust regression, bootstrap, regression in the presence of auto-correlated errors, generalized linear models, logistic and Poisson regression. Usually offered every spring. *Prerequisite:* STAT-515.

**STAT-620, STAT-621 Multivariate Analysis I** (3), **II** (3) Multivariate normal distribution, Hotelling's  $T^2$ , Wilks's likelihood ratio criterion, other test statistics, classification problems, principal components, canonical correlation, general multivariate regression and experimental designs, and related subjects. Usually offered alternate falls (even years) (STAT-620) and alternate springs (even years) (STAT-621). *Prerequisite:* MATH-310 and STAT-600 (may be taken concurrently).

**STAT-640 Statistical Computing** (3) An introduction to numerical analysis, computer science, and statistical theory as they apply to random number generation, the Monte Carlo method, simulations, and other aspects of statistical computing. Usually offered every spring. *Prerequisite:* permission of instructor.

**STAT-670, STAT-671 Linear Estimation I** (3), **II** (3) General linear hypothesis, least-squares estimation, Gauss-Markov theorem, regression, analysis of variance, multiple comparisons, analysis of covariance, factorial designs, randomized blocks, other experimental designs, and effects of departures from assumptions. Usually offered alternate falls (odd years) (STAT-670) and alternate springs (even years) (STAT-671). *Prerequisite:* STAT-600 (may be taken concurrently).

**STAT-690 Independent Study Project in Statistics** (1-6) *Prerequisite:* permission of instructor and department chair.

**STAT-691 Internship in Statistics** (1-6) Individual placement and supervision in an approved organization involving statistical analysis, methodology, or theory. *Prerequisite:* permission of instructor and department chair.

**STAT-692 Cooperative Education Field Experience** (3-6) *Prerequisite:* permission of department chair and Cooperative Education office.

**STAT-797 Master's Thesis Seminar in Statistics** (1-6)

**STAT-798 Statistical Research and Consulting** (3) Topics vary by section, may be repeated for credit with different topic. Topics chosen from recent research in statistics. Through written reviews and oral presentations, students investigate advances in statistical theory and applications in recent journals. Through interaction with other departments, students learn to formulate statistically problems expressed in the language of another discipline and interact in a consulting role with researchers outside of statistics. Usually offered every fall. *Prerequisite:* permission of department.

**STAT-799 Doctoral Dissertation Seminar in Statistics** (1-12)

#### TESOL (Teaching English to Speakers of Other Languages)

##### Graduate and Advanced Undergraduate Courses

**TESL-500 Principles of Linguistics** (3) Introduction to scientific study of language with emphasis on current linguistic trends. Foundations for further study in linguistics and methodology of language teaching. Usually offered every term.

**TESL-501 English Language Teaching I (3)** Introduction to theories and principles of English language teaching, language acquisition, and a review of various methods and approaches used in language teaching, leading to an understanding of the development of the communicative approach. Provides opportunities for peer teaching and requires observation of English language classes, along with tutoring or teaching of English to non-native speakers. Usually offered every term.

**TESL-502 English Language Teaching II (3)** Focuses on evaluation and development of lesson plans and teaching materials designed to teach grammar, language functions, speaking, reading, listening, and writing skills within a communicative approach. Also addresses various aspects of classroom management. Provides opportunities for peer teaching and requires observation of English language classes, along with tutoring or teaching of English to non-native speakers. Usually offered every spring and summer. *Prerequisite:* TESL-501 or permission of instructor.

**TESL-503 Structure of English (3)** Explores the complexities of spelling and word formation, grammatical structure, and semantic relations in English. Various approaches to grammatical analysis are covered, but the emphasis is on developing the practical foundations necessary for effective teaching, rather than on theoretical models. Usually offered every spring and summer. *Prerequisite:* TESL-501.

**TESL-504 Language Analysis (3)** An introduction to the formal analysis of languages, focusing on phonetics, phonology, morphology, syntax, and semantics, with particular emphasis on topics not covered in TESL-503. Emphasis on problem-solving strategies with respect to language data. Usually offered every fall. *Prerequisite:* TESL-500.

**TESL-522 Language Acquisition (3)** How and why do children learn language? Investigates language acquisition during the first five years (both speech and the rudiments of literacy). Major themes include the dynamics of the "language duet" between children and adults, variation across children, bilingualism, and the emergence of language awareness. Usually offered alternate falls.

**TESL-523 Second Language Acquisition (3)** Theories of second language acquisition and how they relate to trends in society and in education and related disciplines. Current theory in cognitive and affective domains as it relates to second-language learning. Usually offered every spring and summer.

**TESL-524 Reading and Writing in the ESL/EFL Classroom (3)** Introduction to theories of how we read and write as well as the instruction of these skills. The major focus is on practical approaches to teaching reading and writing skills to varied student populations, including children in public schools, young adults in pre-academic learning environments, and literacy-challenged adults in adult education programs. Usually offered every summer.

**TESL-527 Cultural Issues in the ESL/EFL Classroom (3)** The traditional principles of intercultural communication theory and the latest discourse-oriented models for analyzing cross-cultural interactions. Within this framework, the course considers approaches to enhancing the cultural dimension of ESL/EFL instruction with an emphasis on using and developing various types of cultural training techniques. Usually offered every spring.

**TESL-528 Bilingual Education (3)** Language acquisition, use, and competency in a bilingual setting, and the general goal of bilingual education. Usually offered every third semester. *Prerequisite:* permission of instructor.

**TESL-531 Language Assessment (3)** This course focuses on the process of testing/assessing students' language proficiency with respect to different language skills in the language classroom and the steps involved in this process. A practical approach provides opportunities for evaluating existing tests and assessment procedures, designing test/assessment instruments, and scoring/evaluating language tests. Usually offered every fall.

**TESL-541 Teaching Grammar (3)** The functions that grammar fulfills in oral and written communication. Teaching the structures of grammar within a communicative framework in meaningful, authentic lessons, and the design of effective teaching materials. Usually offered every fall. *Prerequisite:* TESL-501 and TESL-503, or permission of instructor.

**TESL-542 Teaching Pronunciation: Theory and Practice (3)** An introduction to the formal analysis of phonetics and phonology with techniques for incorporating these into practical classroom instruction. An emphasis on problem-solving strategies with respect to data, and on effective low-cost techniques for instruction. Usually offered every spring. *Prerequisite:* TESL-500.

**TESL-545 Curriculum and Materials Design (3)** A needs-based, learning-centered approach to designing courses, from creating and structuring curricula to materials design, with the emphasis on planning blocks of instruction larger than lesson plans. Students develop a curriculum designed for an actual learner audience on their own. Through needs assessment, they identify curricular goals and course objectives, and from these they determine an appropriate syllabus structure, develop a course unit outline, and create materials for one complete lesson. Curricula in both EFL and ESL are addressed. Usually offered alternate falls. *Prerequisite:* TESL-501.

**TESL-554 Technology for Language Learning and Teaching (3)** An introduction to the use of technology for foreign/second language learning, teaching, and professional development. Includes the use of e-mail, listservs, the Internet, software evolution, authoring, applications, and other hands-on experiences utilizing technology in the classroom. Offered irregularly. *Prerequisite:* basic computer skills and TESL-501 or TESL-502 or permission of instructor.

**TESL-560 TESOL Topics (1-3)** Topics vary by section, may be repeated for credit with different topic. Topics include teaching pronunciation, the lexical approach to language teaching, learning disabilities in the ELT classroom, EFL methodology, and multi-level/multicultural classrooms. Usually offered every term.

**TESL-590 Independent Reading Course (1-6)** *Prerequisite:* permission of instructor and department chair.

#### Graduate Courses

**TESL-620 English Language Teaching III (3)** Focuses on teaching as communication, in particular, issues of classroom management, effective structuring of classroom discourse, and diagnosing and responding to learner needs. Students engage in field experience (observation and tutoring or teaching), peer teaching, and reflection on previous teaching and learning experiences with the goal of developing effective teaching practices. Usually offered every spring. *Prerequisite:* TESL-501 and TESL-502.

**TESL-690 Independent Study Project (1-6)** *Prerequisite:* permission of instructor and department chair.

**TESL-691 Internship (1-6)** *Prerequisite:* permission of instructor and department chair.

**TESL-692 Cooperative Education Field Experience (3-6)** *Prerequisite:* permission of department chair and Cooperative Education office.

**TESL-693 AU/Peace Corps Internship (6)** For students in the M.A. in TESOL AU/Peace Corps program. *Prerequisite:* permission of program director.

**TESL-797 Master's Thesis Seminar (1-6)**

## Women's and Gender Studies

### Undergraduate Courses

**WGST-125/WGST-125G Gender in Society 4:1 (3)** This course focuses on the social construction of gender along with other forms of social inequality; representations of gender that permeate all forms of cultural experience; and theoretical arguments regarding key issues such as equality, ethics and politics, as well as debates at the frontier of gender theory. Usually offered every fall.

**WGST-150/WGST-150G Women's Voices through Time 2:1 (3)** The distinctive contributions of women to Western artistic and intellectual traditions. Significant articulations of human experience expressed by women through literature, art, and history; how such traditions became established and how women, despite obstacles, have produced lasting works of ideas and imagination. Usually offered every spring.

**WGST-225/WGST-225G Gender, Politics, and Power 4:2 (3)** This course explores the ways in which the social and cultural construction of sexual difference influences the nature and practice of political life in a variety of countries. It examines the ways in which power is gendered and studies how gender has served as a basis for political organization and a critique of public life. Usually offered every spring. *Prerequisite for General Education credit:* COMM-100G or ECON-100G or GOVT-110G or SOCY-150G

**WGST-300 Feminist and Gender Theory (3)** Examines theories of gender as constructed or problematic, not natural or immutable. Surveys the historic development of theories of women's inequality and strategies for changes. Probes contemporary issues and conflicts within feminist and gender theory. Theorizes gender relations in students' own lives. Forges understandings across divisions of race, class, nationality, ability, sexualities, and sexual orientation. Usually offered every spring. *Prerequisite:* WGST-125 or permission of director.

**WGST-350 Interpreting Gender in Culture (3)** Topics vary by section, may be repeated for credit with different topic. An exploration of diverse aspects of gender experience from different disciplinary perspectives. Rotating topics focus on specific subjects, integrating recent scholarship and interdisciplinary contexts. Representative topics include biology of sex and gender, women and sport, women's response to violence, and lesbian and gay cultures.

**WGST-392 Cooperative Education Field Experience (3)** *Prerequisite:* WGST-125 and permission of department chair and Cooperative Education office.

**WGST-490 Independent Study Project in Women's and Gender Studies (1-6)** *Prerequisite:* permission of instructor and program director.

**WGST-491 Internship in Women's and Gender Studies (1-6)** *Prerequisite:* WGST-125 and permission of instructor and program director.

**WGST-498 Senior Honors Project in Women's and Gender Studies (3)** *Prerequisite:* WGST-500.

### Graduate and Advanced Undergraduate Courses

**WGST-500 Current Issues and Research in Women's and Gender Studies (3)** Exploration of the philosophies, methods, and theories entailed in doing scholarly work in women's and gender studies. Close examination of selected current works in the discipline. Collaborative work developing bibliographies and designing course activities; individual work in the field. Usually offered every fall. *Prerequisite:* permission of instructor or program director.

**WGST-590 Independent Reading Course in Women's and Gender Studies (1-6)** *Prerequisite:* permission of instructor and program director.

### Graduate Courses

**WGST-600 Feminist and Gender Theory (3)** Examines theories of gender as constructed or problematic, not natural or immutable. Surveys the historic development of theories of women's inequality and strategies for changes. Probes contemporary issues and conflicts within feminist and gender theory. Theorizes gender relations in students' own lives. Forges understandings across divisions of race, class, nationality, ability, sexualities, and sexual orientation. Usually offered every spring. *Prerequisite:* permission of instructor.

## Washington Semester

### Undergraduate Courses

**WSEM-120 Mentored Field Practicum (3)** This course for students in the Washington Mentorship Program includes two parts: the professional component, a two-day per week work experience to give students hands-on, "real world" experience; and the academic component designed to help students learn to reflect analytically on their work experience in relation to their professional and academic goals. Through written assignments, analysis of readings, lectures, class discussions, individual meetings with the instructor, and presentations, the academic component provides a framework for structuring the students' experiential learning. Usually offered every fall.

**WSEM-400 Washington Summer Internship and Seminar (3-6)** The Washington Summer Internship Program is designed to provide on-the-job training for college students from across the country in their respective fields of interest, including national government and politics, foreign policy and international affairs, economic policy and international business, justice and law, or print and broadcast media and communication. Students work four and one-half days each week. The other half day is devoted to seminars with practitioners and small group discussions. Usually offered every summer.

### Graduate Courses

**WSEM-600 Washington Summer Internship and Seminar (3-6)** The Washington Summer Internship Program is designed to provide on-the-job training for college students from across the country in their respective fields of interest, including national government and politics, foreign policy and international affairs, economic policy and international business, justice and law, or print and broadcast media and communication. Students work four and one-half days each week. The other half day is devoted to seminars with practitioners and small group discussions. Usually offered every summer.

# 2005–2006 Full-Time Faculty

---

The date in parentheses following each name is the year in which the faculty member was appointed to the full-time faculty.

- Aaronson, David E. (1970), B.A., M.A., Ph.D., The George Washington University; LL.B., Harvard University; LL.M., Georgetown University; Professor of Law.
- Abraham, Daniel Eric (2001), B.M., University of Massachusetts at Lowell; M.M., University of Maryland; Assistant Professor of Performing Arts.
- Abramowitz, Nancy (1997), B.S., Cornell University; J.D., Georgetown University; Practitioner-in-Residence of Law.
- Abravanel, Evelyn G. (1977), B.A., J.D., Case Western Reserve University; Professor of Law.
- Abu-Nimer, Mohammed (1997), B.A., M.A., Hebrew University; Ph.D., George Mason University; Associate Professor of International Service.
- Addington, Lynn (2002), B.S., Northwestern University; J.D., University of Pennsylvania; M.A., Ph.D., State University of New York at Albany; Assistant Professor of Justice, Law and Society.
- Adhikari, Ajay (1991), B.A., Delhi University; M.B.A., Ph.D., Virginia Commonwealth University; Associate Professor of Accounting.
- Ahmed, Muneeb (2001), A.B., J.D., Harvard University; Associate Professor of Law.
- Ahmed, Akbar S. (2001), B.S., Birmingham University; Ph.D., University of London; Professor of International Service and Ibn Khaldun Chair of Islamic Studies.
- Ahrens, Anthony H. (1987), B.A., Northwestern University; Ph.D., Stanford University; Associate Professor of Psychology.
- Alai'i, Padideh (1997), B.A., University of Oregon; J.D., Harvard University; Professor of Law.
- Alexander, Arnold D. (2004), B.S., University of Washington-Seattle; M.S., Michigan State University; Ph.D., The Pennsylvania State University; Assistant Professor of Justice, Law and Society.
- Altschul, b j (2001), B.A., University of South Florida; M.A., University of Maryland; Assistant Professor of Communication.
- Amirkhanyan, Anna A. (2005), B.A., M.A., Yerevan State University; M.S., New School for Social Research; Ph.D., Syracuse University; Assistant Professor of Public Administration and Policy.
- Anderson, James (2003), B.S., M.A., University of Maryland; Instructor of Mathematics and Statistics.
- Anderson, Kenneth (1996), B.A., University of California, Los Angeles; J.D., Harvard University; Professor of Law.
- Anderson, Ronald C. (1999), B.S.E., M.B.A., University of Pittsburgh; Ph.D., Texas A&M University; Associate Professor of Finance and Real Estate and Gary D. Cohn Endowed Research Professor in Finance.
- Aoshima, Sachiko (2004), B.A., Shizuoka University; M.Ed., University of Tsukuba; Ph.D., University of Maryland; Assistant Professor of Language and Foreign Studies.
- Archung, Kim (2005), B.A., Fisk University; M.A., Ph.D., Emory University; Assistant Professor of Education, Teaching and Health.
- Armstrong, John (2004), B.S., Loyola Marymount University; Ph.D., Arizona State University; Assistant Professor of Chemistry.
- Arneson, Lynne S. (2001), B.S., Indiana University; M.S., University of Cincinnati; Ph.D., The University of Chicago; Assistant Professor of Biology.
- Aufderheide, Patricia (1989), B.A., M.A., Ph.D., University of Minnesota; Professor of Communication.
- Ayittey, George (1990), B.Sc., University of Ghana; M.A., University of Western Ontario; Ph.D., University of Manitoba; Distinguished Economist-in-Residence.
- Bachner, David J. (2005), B.A., Bates College; Ph.D., Case Western Reserve University; Scholar-in-Residence of International Service.
- Badowski, Grazyna (2004), B.S., M.A., Ph.D., Wayne State University; Assistant Professor of Mathematics and Statistics.
- Bair Van Dam, Cynthia L. (1995), B.A., University of Nebraska; M.A., American University; Writing Instructor.
- Baker, H. Kent (1975), B.S., Georgetown University; M.B.A., M.Ed., D.B.A., University of Maryland; M.A., M.S., Ph.D., Ph.D., American University; C.F.A.; C.M.A.; University Professor of Finance and Real Estate.
- Baker, Isaiah (1979), B.A., Yale University; M.B.A., J.D., Columbia University; M.A., DePaul University; LL.M., Harvard University; Associate Professor of Law.
- Baker, Jonathan (1999), A.B., Harvard University; M.A., Stanford University; J.D., Harvard University; Ph.D., Stanford University; Professor of Law.
- Ball, John Christopher (2006), B.S., Cumberland College; M.S., Ph.D., University of Kentucky; Assistant Professor of Chemistry.
- Barakso, Maryann (2001), B.A., Barnard College; Ph.D., Massachusetts Institute of Technology; Assistant Professor of Government.
- Baron, Naomi Susan (1987), B.A., Brandeis University; Ph.D., Stanford University; Professor of Language and Foreign Studies.
- Benadon, Fernando (2004), B.M., Berklee College of Music; M.A., Ph.D., University of California, Berkeley; Assistant Professor of Performing Arts.
- Benjamin, John D. (1990), B.A., University of North Carolina; M.S., University of Houston; Ph.D., Louisiana State University; Professor of Finance and Real Estate and Realtor Chair Professor of Real Estate.
- Bennett, Betty T. (1985), B.A., Brooklyn College; M.A., Ph.D., New York University; Distinguished Professor of Literature.
- Bennett, Richard R. (1979), B.A., Randolph-Macon College; M.A., Florida State University; Ph.D., Washington State University; Professor of Justice, Law and Society and Department Chair.
- Bennett, Susan (1988), B.A., M.A., Yale University; J.D., Columbia University; Professor of Law and Director, Clinic Programs.
- Benrud, Erik (2003), B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of Virginia; Visiting Assistant Professor of Finance and Real Estate.
- Berard, Jesus Manuel (2004), B.M., M.M., New England Conservatory of Music; M.A., M.Phil., Columbia University; Assistant Professor of Performing Arts.
- Berendzen, Richard (1974), B.S., Massachusetts Institute of Technology, M.A., Ph.D., Harvard University; Professor of Computer Science, Audio Technology, and Physics.
- Berg, George (2005), B.A., M.A., Arabic University of Utah; Instructor of Language and Foreign Studies.
- Bergman, Carol (2002), B.A., Hampshire College; J.D., Golden Gate University; Research Professor of Law.
- Berry, Amanda (2005), B.A., Reed College; M.A., Ph.D., Duke University; Assistant Professor of Literature.
- Biesebach-Lucas, Sigrun (1998), B.A., Rheinische Friedrich Wilhelms Universitat; M.A.T., Ph.D., Georgetown University; Assistant Professor of Language and Foreign Studies.
- Bird, Barbara J. (1991), B.A., California State University; M.A., University of Western Ontario; Ph.D., University of Southern California; Associate Professor of Management.
- Blair, Randall (1995), B.A., Dartmouth College; M.A., American University; Associate Professor of Communication.
- Blank, Grant (1999), B.A., University of Minnesota; A.M., Ph.D., The University of Chicago; Assistant Professor of Sociology.
- Blecker, Robert Allen (1985), B.A., Yale University; M.A., Ph.D., Stanford University; Professor of Economics.
- Boals, Elizabeth I. (2004), B.S., Virginia Polytechnic Institute and State University; J.D., George Mason University; Legal Writing Instructor.
- Boogs, Rebecca Melora (2005), B.A., Harvard University; M.A., University of Oxford; Instructor of Literature.

- Bodnerman, Judith** (2004), B.A., Bryn Mawr College; M.P.H., The Johns Hopkins University; J.D., The University of Chicago; Assistant Professor of Justice, Law and Society and the Washington Semester Program.
- Boudreau, Thomas E.** (2002), B.A., Boston College; M.A., Ph.D., Syracuse University; Assistant Professor of International Service.
- Bougie, Jonathan** (2005), B.A., Carleton College; Ph.D., The University of Texas; Assistant Professor of Computer Science, Audio Tech., and Physics.
- Bradlow, Daniel David** (1989), B.A., University of Witwatersrand; J.D., Northeastern University; M.L.I.C., Georgetown University; Professor of Law and Director of International Legal Studies.
- Brantley, Jill Niebrugge** (2002), B.A., Pomona College; M.A., Ph.D., University of Kansas; Scholar-in-Residence of Sociology.
- Brasky, Jill** (2005), B.A., M.A., Ph.D., Buffalo University; Assistant Professor of Performing Arts.
- Brautigam, Deborah** (1994), B.A., Ohio Wesleyan University; M.A., Ph.D., Tufts University; Associate Professor of International Service.
- Bravo-Cubillan, Maria Jose** (2005), M.A., University of Cadiz; Instructor of Language and Foreign Studies.
- Bream, Lisa S.** (2001), B.A., University of Florida; M.A., American University; Assistant Professor of Communication.
- Breitman, Richard D.** (1976), B.A., Yale University; M.A., Ph.D., Harvard University; Professor of History.
- Brenner, Andrea** (2002), B.A., Brandeis University; M.A., Boston College; Ph.D., American University; Assistant Professor of Sociology.
- Brenner, Philip J.** (1981), B.A., Columbia University; M.A., Ph.D., The Johns Hopkins University; Professor of International Service. Senior Associate Dean, School of International Service.
- Bridgewater, Pamela** (2001), B.S., Florida A&M University; J.D., Florida State University; LL.M., University of Wisconsin; Professor of Law.
- Broad, Robin** (1990), B.A., Williams College; Ph.D., Princeton University; Associate Professor of International Service.
- Broder, Ivy E.** (1975), B.A., Hunter College; M.A., Ph.D., State University of New York at Stony Brook; Professor of Economics and Interim Provost.
- Broude, Norma** (1975), A.B., Hunter College; M.A., Ph.D., Columbia University; Professor of Art.
- Brown, Margaret Mitchell** (2005), B.A., Meredith College; M.A., University of Maryland; M.A., The George Washington University; Assistant Professor of Government.
- Bulmash, Gary F.** (1975), B.A., M.B.A., D.B.A., University of Maryland; CPA; Associate Professor of Accounting.
- Bunker, Mary Kathryn Garrett** (1999), B.S., University of Maryland; J.D., The George Washington University; Practitioner-in-Residence of Law.
- Burke, Jr., D. Barlow** (1970), A.B., Harvard University; LL.B., M.C.P., University of Pennsylvania; LL.M., S.J.D., Yale University; Professor of Law.
- Burkhart, Geoffrey** (1968), B.A., Oakland University; Ph.D., University of Rochester; Associate Professor of Anthropology.
- Bushaw-Newton, Karen L.** (2002), B.S., Ph.D., The University of Georgia; Assistant Professor of Biology.
- Butler, Kim E.** (2003), B.A., Harvard University; M.A., Ph.D., The Johns Hopkins University; Assistant Professor of Art.
- Butterton, Glenn** (2004), A.B., University of California, Berkeley; M.Phil., Cambridge University; J.D., Columbia University; M.A., Ph.D., University of California, Berkeley; Assistant Professor of Justice, Law and Society.
- Cabrera, Juan Daniel** (2006), M.A., Instituto Tecnológico y de Estudios Superiores de Monterrey; Visiting Instructor of Communication.
- Cadigan, John Joseph** (2000), B.S., James Madison University; M.A., Ph.D., Indiana University at Bloomington; Assistant Professor of Public Administration and Policy.
- Calabrese, John** (1998), B.A., Georgetown University; M.A., New York University; Ph.D., The London School of Economics; Assistant Professor of International Service and the Washington Semester Program.
- Call, Charles T.** (2005), B.A., Princeton University; M.A., Ph.D., Stanford University; Assistant Professor of International Service.
- Callahan, Colleen** (2001), B.A., M.A., Miami University; Ph.D., University of North Carolina at Chapel Hill; Visiting Associate Professor of Economics.
- Carney, Lily G.** (2004), B.A., Georgetown University; J.D., Washington College of Law of American University; Practitioner-in-Residence of Law.
- Campbell, W. Joseph** (1997), B.A., Ohio Wesleyan University; Ph.D., University of North Carolina; Associate Professor of Communication.
- Carle, Susan** (1997), A.B., Bryn Mawr College; J.D., Harvard University; Professor of Law.
- Carlini, David** (2001), B.A., University of California, Santa Barbara; M.S., Florida Institute of Technology; Ph.D., The College of William and Mary; Assistant Professor of Biology.
- Carmel, Erran** (1991), B.A., University of California, Berkeley; M.B.A., University of California, Los Angeles; Ph.D., University of Arizona; Associate Professor of Information Technology and Department Chair.
- Carson, Frederick W.** (1970), B.S., Massachusetts Institute of Technology; M.A., Washington University; Ph.D., The University of Chicago; Associate Professor of Chemistry.
- Carter, Michele** (1994), B.A., Georgia State University; M.A., Ph.D., Vanderbilt University; Associate Professor of Psychology.
- Carter, Miguel** (2003), B.A., University of Minnesota; M.A., M.Phil., Ph.D., Columbia University; Assistant Professor of International Service.
- Casey, Stephen D.** (1988), B.A., Drew University; Ph.D., University of Maryland; Professor of Mathematics and Statistics.
- Catilina, Eliane** (2002), B.S., Universidade Federal do Rio de Janeiro; M.A., Universidade Federal Fluminense; M.A., University of Warwick; Ph.D., University of London; Assistant Professor of Economics.
- Cavaccepi, Ranieri Moore** (2005), B.A., University of Pennsylvania; M.A., University of North Carolina at Chapel Hill; Instructor of Language and Foreign Studies.
- Chang, I-Lok** (1970), B.S., California Institute of Technology; Ph.D., Cornell University; Associate Professor of Mathematics and Statistics.
- Charlton, Zoe** (2003), B.F.A., Florida State University; M.F.A., The University of Texas at Austin; Assistant Professor of Art.
- Chavkin, David** (1990), B.S., Michigan State University; J.D., University of California, Berkeley; Professor of Law.
- Cheb, Albert** (1980), B.A., Columbia University; Ph.D., University of California, Berkeley; Professor of Chemistry.
- Cheru, Fantu** (1984), B.A., Colorado College; M.S., Ph.D., Portland State University; Professor of International Service.
- Chidambaram, Shyam** (2001), B.S., Bombay University; M.S., University of Pittsburgh; Ph.D., Massachusetts Institute of Technology; Associate Professor of International Business.
- Chikamoto, Yosuke** (2004), Assistant Professor of Education, Teaching and Health.
- Child, Jack** (1982), B.E., Yale University; M.A., Ph.D., American University; Professor of Language and Foreign Studies.
- Chin, Christine** (1996), B.A., Wellesley College; M.A., University of California, Berkeley; Ph.D., American University; Associate Professor of International Service.
- Chinloy, Peter** (1991), B.A., McGill University; M.A., Ph.D., Harvard University; Professor of Finance and Real Estate and Department Chair.
- Chow, Esther N.** (1973), B.S.Sc., Chinese University of Hong Kong; M.S., Southern Illinois University; M.A., Ph.D., University of California, Los Angeles; Professor of Sociology.
- Christensen, H. Kurt** (2003), B.A., Swarthmore College; M.B.A., Brigham Young University; M.Phil., Ph.D., Columbia University; Professor-in-Residence of Management and Senior Associate Dean for Academic Affairs, Kogod School of Business.
- Christensen, Jesse** (2005), B.A., University of Colorado; J.D., University; Legal Rhetoric Instructor.
- Chuang, Janie A.** (2004), B.A., Yale University; J.D., Harvard University; Practitioner-in-Residence of Law.

- Clark, Mark (2001), B.S., Eastern Michigan University; M.A., The Ohio State University; Ph.D., Arizona State University; Assistant Professor of Management.
- Clark, Mary L. (2002), A.B., Bryn Mawr College; J.D., Harvard University; Visiting Associate Professor of Law.
- Clarke, Duncan L. (1970), A.B., Clark University; J.D., Cornell University; Ph.D., University of Virginia; Professor of International Service.
- Cochran, Wendell (1992), B.S., West Virginia University; M.A., University of Missouri; Associate Professor of Communication and Director, Journalism Division.
- Cohen, Stephen D. (1975), B.A., American University; M.A., Syracuse University; Ph.D., American University; Professor of International Service.
- Cohn, Elizabeth A. (2006), B.A., Boston College; Ph.D., American University; Assistant Professor of International Service.
- Colley, Binta M. (2005), B.A., Columbia College; M.Ed., Cambridge College; Ph.D., Boston College; Assistant Professor of Education, Teaching and Health.
- Connaughton, Victoria P. (1999), B.S., Bucknell University; Ph.D., University of Delaware; Assistant Professor of Biology.
- Cooke, Bree (2005), B.A., The George Washington University; M.A.L.S., Dartmouth College; M.Ed., Plymouth State College; Instructor of Education, Teaching and Health.
- Cooper, Caroline S. (1990), B.A., Smith College; M.A., Howard University; J.D., Washington College of Law of American University; Research Professor of Justice, Law and Society.
- Corr, John R. (1986), B.A., M.A., John Carroll University; J.D., Georgetown University; Ph.D., Kent State University; Professor of Law.
- Cortes-Conde, Florencia (2004), Licenci, University of Buenos Aires; Ph.D.; The University of Texas; Assistant Professor of Language and Foreign Studies.
- Cowell-Meyers, Kimberly B. (1995), B.A., Smith College; Ph.D., American University; Assistant Professor of Government.
- Cox, Charles E. (2001), B.A., Temple University; M.A., American University; Writing Instructor.
- Cralley, Elizabeth (2004), B.A., M.A., Illinois State University; Ph.D., Tulane University; Assistant Professor of Psychology.
- Crawford, Brett Ashley (2000), B.S., Northwestern University; M.F.A., Texas Tech University; Ph.D., University of Maryland; Assistant Professor of Performing Arts.
- Crocker, Cathy (2004), B.S., Rensselaer Polytechnic Institute and State University; M.Ed., Ed.D., University of Virginia; Assistant Professor of Education, Teaching and Health.
- Crouch, Jeffrey (2005), B.A., Hope College; J.D., University of Michigan; Assistant Professor of Government.
- Culver, David Clair (1987), B.A., Grinnell College; Ph.D., Yale University; Professor of Biology.
- Cupitt, Richard T. (2004), A.B., M.A., Ph.D., University of Georgia; Scholar-in-Residence of International Service.
- Cutchin, Virginia (2005), B.A., Hunter College; M.B.A., Baruch College; Instructor of International Business.
- Davis, Angela J. (1996), B.A., Howard University; J.D., Harvard University; Professor of Law.
- Dawley, Edward (2005), B.S., Georgetown University; M.A., Howard University; Instructor of Language and Foreign Studies.
- DeCicco-Skinner, Kathleen L. (2003), B.S., Ph.D., Virginia Polytechnic Institute and State University; Assistant Professor of Biology.
- DeGregorio, Christine (1988), A.S., Greenfield Community College; B.A., University of Maryland; M.S.W., Boston College; Ph.D., University of Rochester; Associate Professor of Government.
- DeLone, William H. (1986), B.S., Villanova University; M.S., Carnegie Mellon University; Ph.D., University of California, Los Angeles; Professor of Information Technology.
- Dent, Richard J. (1988), B.A., University of Maryland; Ph.D., American University; Associate Professor of Anthropology.
- Diascro, Jennifer Ann Segal, (2002), B.A., University of California, San Diego; M.A., Ph.D., The Ohio State University; Assistant Professor of Government.
- Dickerson, Bette J. (1990), B.A., Morehead State University; M.Ed., University of Louisville; Ph.D., Washington State University; Associate Professor of Sociology and Department Chair.
- Diggs-Brown, Barbara (1989), B.A., Howard University; M.A., American University; Associate Professor of Communication.
- Dillard, J. Amy Gretchen (2002), B.A., Wellesley College; J.D., Washington and Lee University; Legal Writing Instructor in Residence.
- Dinerstein, Robert D. (1988), A.B., Cornell University; J.D., Yale University; Professor of Law.
- Dodd, Lynda (2005), B.A., Baylor University; M.A., Princeton University; J.D., Yale University; Assistant Professor of Law.
- Domask, Joseph J. (2000), B.S., University of Michigan; M.A., Ph.D., University of Miami; Assistant Professor of International Service and the Washington Semester Program.
- Doolittle, John C. (1980), B.S., Northwestern University; M.A., The University of Georgia; Ph.D., University of Wisconsin-Madison; Associate Professor of Communication; Associate Director of Teaching and Learning, Center for Teaching Excellence.
- Doud, Tim (2002), B.S., Columbia College; M.F.A., The School of the Art Institute of Chicago; Assistant Professor of Art.
- Douglas, John S. (1978), B.A., M.A., American University; Associate Professor of Communication and Director, Film and Media Arts Division.
- Doyle, Hope (2001), B.A., Rutgers State University; M.A., Ph.D., The University of Texas at Austin; Assistant Professor of Language and Foreign Studies.
- Dreisbach, Daniel (1991), B.A., University of South Carolina; J.D., University of Virginia; Ph.D., Oxford University; Professor of Justice, Law and Society.
- Dubots, Frank L. (1988), B.S., Virginia Polytechnic Institute and State University; M.B.A., Old Dominion University; Ph.D., University of South Carolina; Associate Professor of International Business.
- Durand, Richard (2005), B.A., M.B.A., Ph.D., University of Florida; Professor of Marketing.
- Durant, Robert Francis (2003), B.A., Maryville College; M.P.A., Ph.D., University of Tennessee; Professor of Public Administration and Policy.
- Duru, Augustine (1997), B.S., University of Nigeria; M.B.A., University of North Carolina at Charlotte; Ph.D., University of Maryland; Associate Professor of Accounting.
- Dusserre, Erik (2004), B.A., University of Massachusetts; Ph.D., Rutgers State University; Assistant Professor of Literature.
- Dweik, Beshir M. (1999), B.A., Bethlehem University; M.A., Ph.D., American University; Assistant Professor of Mathematics and Statistics.
- Effros, Walter (1995), A.B., Princeton University; J.D., Harvard University; Professor of Law.
- Egan, Michelle (1995), B.A., University of Warwick; M.A., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of Pittsburgh; Associate Professor of International Service.
- Ehrenhaft, Peter D. (2006), A.B., Columbia College; LL.B., M.I.A., Columbia University; Distinguished Practitioner-in-Residence.
- Eisenstadt, Todd A. (2003), B.A., Brown University; M.A., The Johns Hopkins University; Ph.D., University of California, San Diego; Assistant Professor of Government.
- Ekbлад, David K. (2004), B.A., American University; M. Phil, M.A., Ph.D., Columbia University; Assistant Professor of History.
- Elderkin, John (2004), B.A., University of North Carolina at Chapel Hill; M.F.A., University of Florida; Writing Instructor of Literature.
- Elez, Artur (2002), B.S., University of Tirana; Ph.D., Oklahoma State University; Assistant Professor of Mathematics and Statistics.
- Ellis, Bureau A. (2000), B.A., Bilkent University; Ph.D., American University; Visiting Assistant Professor of International Service.
- Enayat, Ali (1987), B.S., Iowa State University; M.A., Ph.D., University of Wisconsin-Madison; Professor of Mathematics and Statistics.

- Engel, Larry** (2005), B.S., Yale University; M.S., Pratt Institute; M.F.A., Columbia University; Assistant Professor of Communication.
- Epps, Cheryl** (2001), B.A., M.A., Howard University; J.D., Georgetown University; Assistant Professor of Justice, Law and Society.
- Epps, Garrett** (2006), B.A., Harvard College; M.A., Hollins College; J.D., LL.M., Duke University; Visiting Professor of Law.
- Erfani, Furhang** (2005), B.A., University of the Pacific; M.A., Ph.D., Villanova University; Assistant Professor of Philosophy and Religion.
- Espinosa, J. Alberto** (2002), B.S.E., Pontificia Universidad Católica del Perú; M.B.A., Texas Tech University; M.S., Ph.D., Carnegie Mellon University; Assistant Professor of Information Technology.
- Esposito, Robert** (2001), B.A., M.F.A., State University of New York College at Brockport; Assistant Professor of Performing Arts.
- Fagelson, David Russell** (1996), B.A., Wesleyan University; J.D., University of Michigan; M.Phil., Ph.D., Oxford University; Associate Professor of Justice, Law and Society.
- Fantle, Bryan D.** (1989), D.E.C., Dawson College; B.A., Concordia University; M.A., Ph.D., Dalhousie University; Associate Professor of Psychology.
- Farley, Christine Haight** (1999), B.A., State University of New York at Binghamton; J.D., State University of New York at Buffalo; LL.M., Columbia University; Associate Professor of Law.
- Farquhar, Katherine** (1989), B.A., Wellesley College; M.A.T., Harvard University; M.A., Ph.D., Boston University; Associate Professor of Public Administration and Policy.
- Fay, Mary Ann** (2002), Ph.D., Georgetown University; Scholar-in-Residence of Sociology.
- Feder, Ellen** (1998), B.A., Wesleyan University; M.A., Ph.D., State University of New York at Stony Brook; Assistant Professor of Philosophy and Religion.
- Feinberg, Robert M.** (1989), B.A., University of Pennsylvania; Ph.D., University of Virginia; Professor of Economics.
- Findlay, Eileen** (1994), B.A., Oberlin College; M.A., Ph.D., University of Wisconsin; Associate Professor of History.
- Fisher, Ronald J.** (1998), B.A., M.A., University of Saskatchewan; Ph.D., University of Michigan; Professor of International Service.
- Fisk, Deborah Payne** (1985), B.A., Loyola University; M.A., Ph.D., University of California, Los Angeles; Associate Professor of Literature.
- Flanagan, G. Borden** (2002), A.B., Kenyon College; M.A., The University of Chicago; Instructor of Government.
- Floro, Maria Sagrario** (1988), B.S., University of the Philippines; M.A., Monash University; Ph.D., Stanford University; Associate Professor of Economics.
- Fong, Daniel** (1988), B.A., University of California, Berkeley; M.S., University of Oklahoma; Ph.D., Northwestern University; Associate Professor of Biology.
- Ford, Gary T.** (1985), B.B.A., Clarkson College of Technology; M.B.A., Ph.D., State University of New York at Buffalo; Professor of Marketing.
- Forst, Brian E.** (1992), B.S., M.B.A., University of California, Los Angeles; Ph.D., The George Washington University; Professor of Justice, Law and Society.
- Fowler, Sally** (2001), B.A., Wellesley College; M.B.A., The George Washington University; Ph.D., University of North Carolina at Chapel Hill; Assistant Professor of Management.
- Fox, Lynn** (1992), B.S.Ed., M.Ed., University of Florida; M.A., Ph.D., The Johns Hopkins University; Associate Professor of Education, Teaching and Health.
- Franz, Kathleen** (2005), B.A., The University of Texas; M.A., Ph.D., Brown University; Assistant Professor of History.
- French, Valerie** (1972), B.A., Cornell University; M.A., Ph.D., University of California, Los Angeles; Associate Professor of History.
- Frost, Amanda** (2004), B.A., Radcliffe College; J.D., Harvard University; Assistant Professor of Law.
- Gabriel, Cara** (2002), B.A., Middlebury College; M.A., Northwestern University; Assistant Professor of Performing Arts.
- Gallagher, Carolyn** (1998), B.A., Mary Washington College; M.A., Miami University; Ph.D., University of Kentucky; Associate Professor of International Service.
- Gans, Curtis** (2005), A.B., University of North Carolina; Research Scholar-in-Residence of Government.
- Gavilanez, Franklin** (2005), B.S., Politecnica Chimborazo; M.S., University of Maryland; Instructor of Mathematics and Statistics.
- Gelb, Amos** (2000), B.A., Harvard University; Instructor of Communication and the Washington Semester Program.
- Geller, Pamela L.** (2004), B.A., University of Pennsylvania; M.A., The University of Chicago; Ph.D., University of Pennsylvania; Assistant Professor of Anthropology.
- Gentile, William F.** (2003), B.S., The Pennsylvania State University; M.S., Ohio University; Artist-in-Residence of Communication.
- Gero, Joan M.** (1998), B.A., University of Pennsylvania; M.Ed., Boston College; M.A., Ph.D., University of Massachusetts; Associate Professor of Anthropology.
- Getz, Kathleen A.** (1991), B.S., The Pennsylvania State University; M.B.A., Gannon University; Ph.D., University of Pittsburgh; Associate Professor of Management.
- Ghareeb, Edmund** (2005), B.A., American International College; M.A., Ph.D., Georgetown University; Scholar-in-Residence of International Service.
- Gibson, Richard G.** (1992), B.S., M.B.A., University of North Carolina; M.S., Ph.D., University of Maryland; Associate Professor of Information Technology.
- Gilbert, Charlene** (2001), B.A., Yale University; M.F.A., Temple University; Associate Professor of Communication.
- Gill, Lesley** (1992), B.A., Macalester College; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of Anthropology.
- Gillespie, Katharine** (2004), B.A., M.A., Temple University; M.A., Ph.D., State University of New York at Buffalo; Assistant Professor of Literature.
- Gillieck, Lawrence** (2005), B.A., University of the State of New York; M.A., Syracuse University; Assistant Professor of Communication.
- Gillmer, Jason A.** (2005), B.A., Carleton College; LL.M., Harvard University; J.D., Washington College of Law of American University; Visiting Associate Professor of Law.
- Girard, James E.** (1979), B.A., Lewis College; Ph.D., The Pennsylvania State University; Professor of Chemistry and Department Chair.
- Glover, Susan K.** (2005), B.S., University of Wisconsin; M.A., McGill University; Ph.D., University of North Carolina; Assistant Professor of Government.
- Golan, Amos** (1996), B.A., M.S., Hebrew University; Ph.D., University of California, Berkeley; Professor of Economics.
- Golash, Deirdre** (1990), A.B., Barnard College; J.D., Georgetown University; M.A., Ph.D., University of Maryland; Associate Professor of Justice, Law and Society.
- Goldberg, Caren** (2006), B.A., M.B.A., State University of New York; Ph.D., Georgia State University; Assistant Professor of Management.
- Goldman, Robert** (1971), B.A., University of Pennsylvania; J.D., University of Virginia; Professor of Law.
- Goler, Robert I.** (1999), A.B., Yale University; M.A., Case Western Reserve University; Assistant Professor of Performing Arts.
- Gomez, Maria** (2005), D.V.M., Universidad Complutense; M.A., Ph.D., American University; Assistant Professor of Psychology.
- Goodman, Louis W.** (1986), A.B., Dartmouth College; M.A., Ph.D., Northwestern University; Professor of International Service and Dean, School of International Service.
- Gray, James J.** (1970), B.A., Maryknoll College; M.A., Ph.D., Fordham University; Professor of Psychology.
- Gray, Mary W.** (1968), A.B., Hastings College; J.D., Washington College of Law of American University; M.A., Ph.D., University of Kansas; Professor of Mathematics and Statistics.
- Gray, Michael A.** (1990), B.S., Auburn University; M.S., Ph.D., The Pennsylvania State University; Associate Professor of Computer Science, Audio Technology, and Physics.

- Greenberg, Gershon** (1973), B.A., Bard College; Ph.D., Columbia University; Professor of Philosophy and Religion.
- Griffin, Gary** (2005), B.S., American University; MgA, Akademie Muzickych Umění; Assistant Professor of Communication.
- Griffith, Robert** (1995), B.A., DePauw University; M.A., Ph.D., University of Wisconsin; Professor of History and Department Chair.
- Gruse, Carolyn** (2004), B.A., Middlebury College; J.D., Brooklyn Law School; Practitioner-in-Residence of Law.
- Grossman, Claudio** (1983), L.D., University of Chile; Ph.D., University of Amsterdam; Professor of Law and Dean, Washington College of Law of American University.
- Grossman, Lewis** (1997), B.A., M.Phil., Yale University; J.D., Harvard University; Professor of Law.
- Guthert, Kathleen Cimbolic** (2002), B.A., The Catholic University of America; M.A., Ph.D., University of Delaware; Assistant Professor of Psychology.
- Gutner, Tamir L.** (1999), B.S., Northwestern University; M.A., The Johns Hopkins University; Ph.D., Massachusetts Institute of Technology; Associate Professor of International Service.
- Haaga, David A.F.** (1989), A.B., Harvard University; A.M., Ph.D., University of Southern California; Professor of Psychology.
- Hahnel, Robin E.** (1976), B.A., Harvard University; Ph.D., American University; Professor of Economics.
- Hakim, Jeffrey L.** (1989), B.A., University of Virginia; M.S., The University of Chicago; Ph.D., Columbia University; Professor of Mathematics and Statistics and Department Chair.
- Hall, Jane** (1998), B.A., The University of Texas at Austin; M.S., Columbia University; Associate Professor of Communication.
- Hammer, Mitchell** (1988), B.A., St. Norbert College; M.A., Ohio University; Ph.D., University of Minnesota; Professor of International Service.
- Hammond, Susan W.** (1972), A.B., Bryn Mawr College; M.A., Ph.D., The Johns Hopkins University; Professor of Government.
- Hamza, Loubna Skalli** (2003), B.A., Mohamed V University; M.A., Essex University; Ph.D., The Pennsylvania State University; Assistant Professor of International Service.
- Hansen, Mary Eschelbach** (1999), B.S., St. Louis University; Ph.D., University of Illinois; Assistant Professor of Economics.
- Harbin, Andrea** (2001), B.A., University of California, Davis; M.A., California State University; Writing Instructor.
- Harris, Nadia** (1987), B.A., George Mason University; M.A., Ph.D., Georgetown University; Associate Professor of Language and Foreign Studies and Department Chair.
- Harshman, Nathan L.** (2003), B.S., Duke University; Ph.D., The University of Texas at Austin; Assistant Professor of Computer Science, Audio Technology, and Physics.
- Hart, Shilpa A.** (2004), B.A., University of Missouri-Columbia; M.A., Georgetown University; Instructor of International Service and the Washington Semester Program.
- Hastak, Manoj** (1989), B.Sc., Birla Institute of Technology and Science; M.B.A., Indian Institute of Management; Ph.D., The Pennsylvania State University; Associate Professor of Marketing.
- Hauswald, Robert** (2002), M.A., Université de Paris; M.S., University of London; M.S., Ph.D., Stanford University; Assistant Professor of Finance and Real Estate.
- Hayes, Darrell C.** (2001), B.S., M.A., University of New Mexico; M.A., University of Oklahoma; Assistant Professor of Communication.
- Haynie, Ron** (1984), B.A., M.F.A., American University; Associate Professor of Art.
- Hazzila, Michael** (1988), B.S., Western Michigan University; M.A., University of Michigan; M.S., Ph.D., State University of New York at Binghamton; Associate Professor of Economics.
- Headlee, Sue E.** (1987), B.A., DePauw University; M.A., The George Washington University; Ph.D., American University; Assistant Professor of Economics and the Washington Semester Program.
- Helms, Anna** (2005), M.Sc., Lund University; M.A., University of Maryland; Ph.D., Georgetown University; Frances Sepulveda Assistant Professor of International Business.
- Heng-Blackburn, Pek** (2002), B.A., M.A., University of Auckland; Ph.D., University of London; Assistant Professor of International Service.
- Henning, Randall** (1995), B.A., Stanford University; M.A., Ph.D., Tufts University; Associate Professor of International Service.
- Heracleous, Maria** (2004), B.Sc., M.Sc., The London School of Economics; M.A., Ph.D., Virginia Polytechnic Institute and State University; Assistant Professor of Economics.
- Hernandez, Consuelo** (1995), B.A., University of Antioquia; M.A., Simon Bolívar University; Ph.D., New York University; Associate Professor of Language and Foreign Studies.
- Hernandez, Matias** (2005), J.D., Universidad Católica Argentina; LL.M., Washington College of Law of American University; Researcher-in-Residence of Law.
- Hertz, Thomas N.** (2002), B.A., Harvard College; M.A., Tufts University; Ph.D., University of Massachusetts; Assistant Professor of Economics.
- Hidaka, Masaki** (2005), B.A., Sophia University; M.P.P., Harvard University; Ph.D., University of Pennsylvania; Assistant Professor of Government.
- Himawan, Bagus P.** (2005), B.A., Trisakti University; M.S., The George Washington University; M.A., American University; Assistant Professor of Communication.
- Hirschmann, David** (1986), B.A., LL.B., M.A., Ph.D., University of Witwatersrand; Professor of International Service and Division Director, International Development.
- Holmberg, Stevan R.** (1977), B.S., The University of Tulsa; M.B.A., D.B.A., Indiana University; Professor of Management.
- Holtermann, Esther M.** (2000), B.S., Reutlingen University; M.A., American University; Instructor of Language and Foreign Studies.
- Hoon, Parashk** (2004), B.A., St. Stephen's College; M.A., Jawaharlal Nehru University; Instructor of International Service.
- Horton, Derek** (1993), B.Sc., Ph.D., D.Sc., University of Birmingham; Professor of Chemistry and Horace S. and May Davidson Isbell Chair of Carbohydrate and Natural Products Chemistry.
- Hoskins, Donald W.** (2005), B.A., University of California; M.B.A., University of Virginia; Instructor of International Business.
- Housenick, Christopher** (2005), B.A., Slippery Rock University of Pennsylvania; M.A., Ph.D., The Pennsylvania State University; Assistant Professor of International Service.
- Howard, Peter M.** (2002), B.A., The Ohio State University; M.A., Columbia University; Ph.D., American University; Assistant Professor of International Service.
- Howells, Louise Anne** (1997), B.A., Hiram College; M.A., New School for Social Research; LL.M., Georgetown University; J.D., University of Cincinnati; Visiting Professor of Law.
- Hunter, David** (1997), B.A., University of Michigan; J.D., Harvard University; Assistant Professor of Law.
- Husted, Thomas A.** (1986), A.B., University of Michigan; Ph.D., University of North Carolina at Chapel Hill; Professor of Economics and Associate Dean for Academic Affairs, College of Arts and Sciences.
- Hutchinson, Darren** (2002), B.A., University of Pennsylvania; J.D., Yale University; Professor of Law.
- Irvine Belson, Sarah** (1995), B.A.E., M.A., Ph.D., Arizona State University; Associate Professor of Education and Dean, School of Education, Teaching and Health.
- Isaac, Alan G.** (1987), B.A., B.S., M.A., Ph.D., University of California, Davis; Associate Professor of Economics.
- Israelci, Alina** (1991), B.A., Leningrad State University; M.Phil., Ph.D., Yale University; Associate Professor of Language and Foreign Studies.
- Ivancin, Maria** (2003), B.A., University of South Florida; M.B.A., University of Illinois; Assistant Professor of Communication.
- Ivers, Gregg** (1989), B.A., University of Missouri; M.A., Ph.D., Emory University; Professor of Government.

- Izmirli, Ilhan M. (2004), B.S., Bosphorus University; M.S., University of Istanbul; Instructor of Mathematics and Statistics.
- Jacksonowitz, Alison (2004), B.A., Colgate University; M.P.P., The College of William and Mary; M.P., Ph.D., RAND Graduate School; Assistant Professor of Public Administration and Policy.
- Jackson, Monica C. (2005), B.S., M.S., Clark Atlanta University; Ph.D., University of Maryland; Assistant Professor of Mathematics and Statistics.
- Jackson, Patrick Thaddeus (2000), B.A., Michigan State University; M.A., M.Phil., Ph.D., Columbia University; Assistant Professor of International Service.
- Jacobs, Frederie (1985), B.A., Dickinson College; M.A., Ph.D., University of Pennsylvania; Professor of Education, Teaching and Health.
- Jacoby, Philip F. (1972), A.B., Boston College; M.S., Northeastern University; Ph.D., The George Washington University; C.P.A.; Associate Professor of Accounting.
- Jaszzi, Peter A. (1976), A.B., J.D., Harvard University; Professor of Law and Director, Intellectual Property Clinic.
- Jayaswal, Leena (1999), B.A., American University; M.F.A., Maryland Institute College of Art; Assistant Professor of Communication.
- Jennings, Caleen (1989), B.A., Bennington College; M.F.A., New York University; Professor of Performing Arts.
- Jernigan, Robert W. (1978), B.A., M.A., Ph.D., University of South Florida; Professor of Mathematics and Statistics.
- Johnson, Leah (1997), B.A., Syracuse University; MA, University of Connecticut; M.A., American University; Writing Instructor.
- Johnson, Margaret E. (2002), B.A., Dartmouth College; J.D., University of Wisconsin; Practitioner-in-Residence of Law.
- Johnson, Rebecca J. (2005), B.A., The University of Texas; Ph.D., Georgetown University; Assistant Professor of International Service.
- Johnson, Robert (1977), B.A., Fairfield University; M.A., Ph.D., State University of New York at Albany; Professor of Justice, Law and Society.
- Johnson, Sarah N. (2003), B.A., University of Rhode Island; M.A., Ph.D., American University; Assistant Professor of International Service.
- Johnston, Jocelyn (2004), B.A., LeMoyne College; M.P.A., Ph.D., Syracuse University; Visiting Associate Professor of Public Administration and Policy.
- Jones, Cynthia E. (2002), B.A., University of Delaware; J.D., Washington College of Law of American University; Assistant Professor of Law.
- Joyner, Patrick Kelly (2000), B.A., Virginia Polytechnic Institute and State University; M.F.A., George Mason University; Writing Instructor.
- Juhn, Tricia (2003), B.A., American University; M.A., Ph.D., University of Miami; Assistant Professor of International Service.
- Juliano, Laura M. (2002), B.A., M.A., Ph.D., State University of New York at Binghamton; Assistant Professor of Psychology.
- Kadayifei-Orellana, Seniha Ayse (2005), B.A., University of Ankara; M.A., University of Kent; Ph.D., American University; Assistant Professor of International Service.
- Kahn, Deborah (1989), B.F.A., Kansas City Art Institute; M.F.A., Yale University; Associate Professor of Art.
- Kalman, Dan (1993), B.S., Harvey Mudd College; M.A., Ph.D., University of Wisconsin-Madison; Professor of Mathematics and Statistics.
- Kane, Robert J. (2000), B.S., M.S., California State University, Sacramento; Ph.D., Temple University; Assistant Professor of Justice, Law and Society.
- Karch, Robert C. (1969), B.S., University of Maryland; M.Ed., Ed.D., American University; Professor of Education, Teaching and Health.
- Katz, Fred (2006), B.A., New York University; M.A., University of California, Berkeley; Instructor of Computer Science, Audio Tech, and Physics.
- Kearns, David N. (2005), B.A., Rutgers State University; M.A., Ph.D., American University; Research Professor of Psychology.
- Kerwin, Cornelius M. (1975), B.A., American University; M.A., University of Rhode Island; Ph.D., The Johns Hopkins University; Professor of Public Administration and Policy and Interim President.
- Keynes, Michael S. (2005), B.S., Massachusetts Institute of Technology; M.S., Ph.D., University of Washington; Assistant Professor of Mathematics and Statistics.
- Khambata, Dara (1982), B.S., Emerson College; M.B.A., University of Karachi; M.B.A., Columbia University; D.B.A., The George Washington University; Professor of International Business and Bahrain Chair.
- Khorramshahgol, Reza (1989), B.S., University of Tehran; M.E.A., D.Sc., The George Washington University; Associate Professor of Information Technology.
- Kim, Kiho (2000), B.S., Brock University; M.S., Florida International University; Ph.D., The State University of New York at Buffalo; Assistant Professor of Biology and Director, Environmental Studies Program.
- Kimes, Don (1988), B.A., Westminster College; M.F.A., City University of New York; Professor of Art.
- Kincaide, William (1989), B.A., Princeton University; M.A., Ph.D., American University; Associate Professor of International Service.
- King, Cynthia P. (1999), B.A., M.A., Auburn University; Assistant Professor of Communication.
- Kippola, Karl M. (2003), B.A., University of Montana; M.F.A., Wayne State University; Ph.D., Assistant Professor of Performing Arts.
- Kirkman, Larry (2001), B.A., Columbia University; M.A.T., Harvard University; Professor of Communication and Dean, School of Communication.
- Kittrie, Nicholas N. (1964), AB, LL.B., M.A., University of Kansas; L.L.M., S.J.D., Georgetown University; University Professor of Law.
- Klein, Iris N. (1968), B.S., M.A., Ph.D., Columbia University; Associate Professor of History.
- Klein, Jill A. (2001), B.A., Cornell University; M.B.A., American University; Executive-in-Residence of Information Technology.
- Klusmeyer, Douglas (2001), B.A., Northwestern University; J.D., Ph.D., Stanford University; Assistant Professor of Justice, Law and Society.
- Koenig, Dolores B. (1980), A.B., The University of Chicago; M.A., Ph.D., Northwestern University; Professor of Anthropology.
- Konaklieva, Monika Ilieva (1999), M.S., State University Medical Academy, Sofia; Ph.D., State University of New York at Buffalo; Assistant Professor of Chemistry.
- Kovacic-Fleischer, Candace (1981), A.B., Wellesley College; J.D., Northeastern University; Professor of Law.
- Kraldy, Marwan (2001), B.A., Notre Dame University, Lebanon; M.A., Ph.D., Ohio University; Assistant Professor of International Service.
- Kramer, Robert (2000), B.A., Brooklyn College; M.P.A., Ph.D., The George Washington University; Assistant Professor of Public Administration and Policy.
- Krasnow, Iris B. (1994), A.B., Stanford University; M.A., Georgetown University; Assistant Professor of Communication and the Washington Semester Program.
- Kraut, Alan M. (1974), B.A., Hunter College; M.A., Cornell University; Professor of History.
- Kravetz, Katharine (1991), B.A., Radcliffe College; J.D., Georgetown University; Assistant Professor of Justice, Law and Society and the Washington Semester Program.
- Kuznick, Peter J. (1986), B.A., M.A., Ph.D., Rutgers State University; Associate Professor of History.
- Kvint, Vladimir (2004), M.S., Krasnoyarsk Institute of Non-Ferrous Metals; Ph.D., Moscow Institute of National Economy; Professor-in-Residence of International Business.
- Kyrou, Christos (2004), B.S., Educational Institute of Agricultural Technology of Thessaloniki; M.S., Plymouth State College; Ph.D., State University of New York College; Assistant Professor of International Service.
- Lajeri, Fatma (2005), B.A., Institut des Hautes Etudes commerciales; M.B.A., The George Washington University; M.Sc., Ph.D., The European Institute of Business Administration; Associate Professor of Finance and Real Estate.
- La Salle, Anita (1988), B.S., M.S., Newark College of Engineering; Ph.D., Stevens Institute of Technology; Professor of Information Technology.

- Lane, Ruth A. (1967), B.S., Simmons College; Ph.D., Georgetown University; Associate Professor of Government.
- Lang, Elizabeth (1999), B.A., Randolph-Macon Woman's College; M.A., University of Pennsylvania; Instructor of Language and Foreign Studies.
- Langa, Helen (1994), B.F.A., Temple University; M.A., University of Colorado; Ph.D., University of North Carolina at Chapel Hill; Associate Professor of Art.
- Langbein, Laura I. (1973), B.A., Oberlin College; Ph.D., University of North Carolina; Professor of Public Administration and Policy.
- Lansky, Joshua (2004), Sc.B., Brown University; A.M., Harvard University; Ph.D., Harvard University; Assistant Professor of Mathematics and Statistics.
- Larkin, Teresa L. (1996), B.S., M.S., South Dakota State University; Ph.D., Kansas State University; Associate Professor of Computer Science, Audio Technology, and Physics and Department Chair.
- Larson, Charles R. (1965), B.A., M.A., University of Colorado; Ph.D., Indiana University; Professor of Literature.
- Leap, William L. (1970), B.A., Florida State University; Ph.D., Southern Methodist University; Professor of Anthropology and Department Chair and Coordinator, American Studies Program.
- Lee, Gwanhoo (2003), B.A., M.A., Seoul National University; Ph.D., University of Minnesota; Assistant Professor of Information Technology.
- Lengermann, Patricia (2002), B.A., M.A., Oxford University; M.A., Ph.D., Cornell University; Scholar-in-Residence of Sociology.
- LeoGrande, William M. (1978), A.B., M.A., Ph.D., Syracuse University; Professor of Government and Dean, School of Public Affairs.
- Leonard, Keith (1999), B.A., Yale University; M.A., University of North Carolina; Ph.D., Stanford University; Associate Professor of Literature.
- Lerman, Robert I. (1989), A.B., Brandeis University; Ph.D., Massachusetts Institute of Technology; Professor of Economics.
- Levine, Alan (1994), B.A., The University of Chicago; M.A., Ph.D., Harvard University; Associate Professor of Government.
- Levinson, Jerome (1996), B.A., LL.B., Harvard University; Distinguished Lawyer-in-Residence.
- Levinson, Nanette S. (1980), A.B., Ed.M., Ed.D., Harvard University; Associate Professor of International Service and Senior Associate Dean, School of International Service.
- Levy, Ellen J. (2004), B.A., Yale University; M.F.A., The Ohio State University; Assistant Professor of Literature.
- Lewis, Andrew J. (2001), B.A., St. Olaf College; M.A., Ph.D., Yale University; Assistant Professor of History.
- Lewis, Patricia (2004), B.S., Oregon State University; Kogod Outstanding Executive-in-Residence, Undergraduate Programs in Marketing.
- Lewis, Peter M. (1993), B.A., University of California, Berkeley; M.A., Ph.D., Princeton University; Associate Professor of International Service.
- Lichtman, Allan J. (1973), B.A., Brandeis University; Ph.D., Harvard University; Professor of History.
- Lieber, Harvey (1969), B.A., Yeshiva University; M.P.A., Syracuse University; Ph.D., Columbia University; Associate Professor of Public Administration and Policy.
- Linowes, Richard G. (1986), B.A., Princeton University; M.S., University of Michigan; D.B.A., Harvard University; Assistant Professor of Management.
- Liu, Larry Ningping (2003), B.A., Tsinghua University; M.A., Ph.D., Washington University; Assistant Professor of Mathematics and Statistics.
- Liu, Wei (2003), B.A., Capital University of Economics and Business; M.B.A., Wake Forest University; Ph.D., Indiana University at Bloomington; Assistant Professor of International Business.
- Loesberg, Jonathan (1982), A.B., Brown University; M.A., Ph.D., Cornell University; Professor of Literature.
- Lohr, Eric J. (2003), B.A., University of Wisconsin-Madison; M.A., Ph.D., Harvard University; Assistant Professor of History.
- Lossey, Robert L. (1982), B.A., Centre College; M.A., Ph.D., University of Kentucky; Associate Professor of Finance and Real Estate.
- Lowenthal, Diane J. (2000), B.A., University of Michigan; Ph.D., Carnegie Mellon University; Assistant Professor of Government and the Washington Semester Program.
- Lu, Jun (2004), B.S., East China Normal University; M.S., Ph.D., University of Missouri; Assistant Professor of Mathematics and Statistics.
- Lubbers, Jeffrey (1997), A.B., Cornell University; J.D., The University of Chicago; Practitioner-in-Residence of Law.
- Lublin, David (1998), B.A., Yale University; A.M., Ph.D., Harvard University; Associate Professor of Government.
- Lubrano, Linda (1968), B.A., Hunter College; M.A., Ph.D., Indiana University; Professor of International Service.
- Lusane, Clarence (1997), B.A., Wayne State University; M.A., Ph.D., Howard University; Associate Professor of International Service.
- Luse, Linda K. (2004), B.A., University of Illinois; M.A., The Pennsylvania State University; Writing Instructor.
- MacAvoy, Stephen E. (2001), B.S., Fairfield University; M.S., Ph.D., University of Virginia; Assistant Professor of Biology.
- Macharia, Kinuthia (1995), B.A., University of Nairobi; M.A., Ph.D., University of California, Berkeley; Associate Professor of Sociology.
- Maher, Brigid (2004), B.A., The Colorado College; M.F.A., Northwestern University; Assistant Professor of Communication.
- Maisch, Christian J. (1988), B.A., Ohio Dominican College; M.A., Ph.D., American University; Assistant Professor of International Service and the Washington Semester Program.
- Manson, Michael (1993), B.A., Rice University; M.A., Ph.D., University of Virginia; Visiting Assistant Professor of Literature.
- Marcum, Sue A. (2005), B.S.B.A., M.S., American University; Assistant Professor of Accounting.
- Marcus, Daniel (2005), B.A., Brandeis University; LL.B., Yale University; Practitioner-in-Residence of Law.
- Mardirosian, Gail Humphries (1983), B.A., Allegheny College; M.A., American University; Associate Professor of Performing Arts and Department Chair.
- Mardirosian, Haig L. (1976), B.M., M.M., D.M.A., The Catholic University of America; Professor of Performing Arts, Acting Dean of Academic Affairs, and Director, General Education Program.
- Marlin-Bennett, Renée E. (1987), B.A., Pomona College; S.M., Ph.D., Massachusetts Institute of Technology; Professor of International Service and Division Director, International Politics and Foreign Policy.
- Marshak, Robert J. (1983), B.A., Duke University; M.P.A., Ph.D., American University; Senior Scholar-in-Residence of Public Administration and Policy.
- Martin, David C. (1981), B.A., University of Louisville; M.B.A., University of Toledo; Ph.D., University of Maryland; Professor of Management.
- Masie, Daniel (2003), B.A., J.D., University of Costa Rica; Ph.D., American University; Assistant Professor of International Service.
- Mass, Michael Alan (1974), B.S., University of Pennsylvania; J.D., Georgetown University; Associate Professor of Accounting and Director, University Honors Program.
- May, James P. (1982), B.A., Carleton College; J.D., Harvard University; Professor of Law.
- Mazis, Michael B. (1979), B.S., University of Pennsylvania; M.B.A., New York University; Ph.D., The Pennsylvania State University; Professor of Marketing and Department Chair.
- McAfee, Noelle (2006), B.A., Ph.D., The University of Texas; M.A., Duke University; Research Associate Professor of Communication.
- McCabe, Heather R. (2005), B.A., Amherst College; J.D., The George Washington University; Legal Rhetoric Instructor of Law.
- McCan, Richard (1988), B.A., Virginia Commonwealth University; M.A., Hollins College; M.A., Ph.D., University of Iowa; Professor of Literature.
- McCarthy, Barry W. (1969), B.A., Loyola University; M.A., Ph.D., Southern Illinois University; Professor of Psychology.
- McCarthy, Jocelyn A. (2004), B.A., Cornell University; M.F.A., American University; Writing Instructor.

- McCurdy, Howard E. (1968), B.A., M.A., University of Washington; Ph.D., Cornell University; Professor of Public Administration and Policy.
- McDonie, Susan Mary (2005), B.A., York University; M.A., Ph.D., Duke University; Assistant Professor of Anthropology.
- McGann, Tara (2005), B.A., University of Middletown; M.A., City University of New York; M.A., M.Phil., Columbia University; Instructor of Literature.
- Meade, Ellen E. (2005), B.A., Duke University; M.A., Ph.D., Princeton University; Associate Professor of Economics.
- Mehlert, Peter (1972), B.S., Boston University; M.Ed., American University; Assistant Professor of Education, Teaching and Health.
- Menke-Fish, Sarah (2003), B.A., University of Northern Iowa; M.A., American University; Assistant Professor of Communication.
- Menninger, Carl (2004), B.S., Northwestern University; M.A., Emerson College; Assistant Professor of Performing Arts.
- Menon, Madhavi (2004), B.A., M.A., University of Delhi; Ph.D., Tufts University; Assistant Professor of Literature.
- Mertus, Julie A. (2000), B.S., Cornell University; J.D., Yale University; Associate Professor of International Service.
- Messier, John D. (2003), B.A., Richard Stockton College; Instructor of Economics.
- Meurs, Mieko E. (1989), B.A., University of Wisconsin-Madison; Ph.D., University of Massachusetts; Professor of Economics.
- Middents, Jeffrey (2001), B.A., Dartmouth College; M.A., Ph.D., University of Michigan; Assistant Professor of Literature.
- Miller, Binni (1988), B.A., Carleton College; J.D., The University of Chicago; Professor of Law.
- Milstein, Elliott S. (1972), B.A., University of Hartford; J.D., University of Connecticut; LL.M., Yale University; Professor of Law.
- Mitra, Anusree (1990), B.A., University of Calcutta; M.B.A., Ph.D., University of Florida; Associate Professor of Marketing.
- Mittleman, James H. (1992), B.A., Michigan State University; M.A., Ph.D., Cornell University; Professor of International Service.
- Modestit, Nancy (2003), B.A., Drew University; J.D., University of Virginia; Legal Writing Instructor.
- Montes-Armenteros, Cherni (1999), B.F.A., University of Salamanca; M.F.A., The Pennsylvania State University; Associate Professor of Art.
- Montgomery, Kathryn (2003), B.A., California State University, Los Angeles; M.A., California State University, Northridge; Ph.D., University of California, Los Angeles; Professor of Communication.
- Moormann, Glenn (1995), B.A., M.F.A., University of Maryland; Writing Instructor.
- Mowlana, Hamid (1968), B.A., M.S., Ph.D., Northwestern University; Professor of International Service and Division Director, International Communication.
- Moyer, Kermit W. (1970), B.A., M.A., Ph.D., Northwestern University; Professor of Literature.
- Mroczkowski, Tomasz (1985), M.S., Jagiellonian University; Ph.D., Academy of Economics; Professor of International Business and Department Chair.
- Mullen, Jeremy (2002), A.B., Stanford University; J.D., University of California, Los Angeles; M.F.A., University of Iowa; Legal Writing Instructor-in-Residence.
- Muller, Ronald E. (1968), B.A., U.S. Air Force Academy; M.A., Ludwig Maximilian University; Ph.D., American University; Professor of Economics.
- Mullins, Daniel R. (1997), B.S., Central Michigan University; M.P.A., The University of Georgia; Ph.D., Syracuse University; Associate Professor of Public Administration.
- Murray, Shoon (1994), B.A., Oberlin College; M.A., Ph.D., Yale University; Associate Professor of International Service.
- Mussell, Kay J. (1974), B.A., M.A., Ph.D., University of Iowa; Professor of Literature and Dean, College of Arts and Sciences.
- Myhr, Niklas (2001), M.S., University of Linköping; Ph.D., University of Virginia; Assistant Professor of Marketing.
- Nadell, Pamela S. (1982), B.A., Rutgers State University; M.A., Ph.D., The Ohio State University; Professor of History.
- Naser, Elsa Tuha (2006), B.S., Addis Ababa University; M.S., University of Alberta; Instructor of Mathematics and Statistics.
- Nelson, Brian (2005), B.A., Harvard University; J.D., Columbia University; Executive-in-Residence of Management.
- Nelson, Candice J. (1990), B.A., Wheaton College; M.A., University of California, Los Angeles; Ph.D., University of California, Berkeley; Associate Professor of Government and Department Chair.
- Newman, Saul (1989), B.A., Columbia University; M.A., Ph.D., Princeton University; Associate Professor of Government.
- Niles, Mark (1998), B.A., Wesleyan University; J.D., Stanford University; Professor of Law and Associate Dean for Academic Affairs, Washington College of Law of American University.
- Noble, Marianne K. (1993), B.A., Georgetown University; M.A., M.Phil., Ph.D., Columbia University; Associate Professor of Literature and Department Chair.
- Noble, Randon (2001), B.A., University of Michigan; M.A., M.F.A., New York University; Writing Instructor.
- Nolan, John P. (1989), B.S., University of Maryland; Ph.D., University of Virginia; Professor of Mathematics and Statistics.
- Norris, Katharine Hosmer (2002), B.A., Princeton University; M.A., Ph.D., University of California, Berkeley; Assistant Professor of History.
- O'Connor, Karen (1995), B.A., State University of New York College at Buffalo; J.D., Ph.D., State University of New York at Buffalo; Professor of Government.
- Oehler, Paul A. (2004), B.M., M.A.T., University of the Arts; M.M., D.M.A., University of Illinois; Assistant Professor of Computer Science, Audio Technology, and Physics.
- Oetzel, Jennifer M. (2002), B.A., M.S., The University of Texas at Austin; Ph.D., University of North Carolina at Chapel Hill; Assistant Professor of International Business.
- Oliver, Amy A. (1989), B.A., Purdue University; M.A., Ph.D., University of Massachusetts; Associate Professor of Language and Foreign Studies and Department Chair, Philosophy and Religion.
- Olmsted, Jill (1989), B.A., University of Minnesota; M.A., American University; Associate Professor of Communication.
- Orenstein, Denise G. (1989), B.A., Bryn Mawr College; M.A.T., Brown University; Writing Instructor.
- Orentlicher, Diane (1992), B.A., Yale University; J.D., Columbia University; Professor of Law.
- Ortung, Robert W. (2002), B.A., Stanford University; M.A., Ph.D., University of California, Los Angeles; Research Associate Professor of International Service.
- Orwant, Jack E. (1970), B.A., M.A., University of Michigan; M.S., American University; Ph.D., University of Iowa; Professor of Communication.
- Owrasg Ojaboun, Mohammed (1986), B.A., College of Economic and Social Science; M.S., Ph.D., University of Oklahoma; Professor of Computer Science, Audio Technology, and Physics.
- Oxman, Mark (1976), Certificate of Merit, City and Guilds of London Art School; Professor of Art.
- Packer, Randall M. (2004), B.S., University of Oregon; M.F.A., California Institute of the Arts; Ph.D., University of California; Assistant Professor of Computer Science, Audio Technology, and Physics.
- Palmer, Barbara (2001), B.A., University of Wisconsin-Eau Claire; M.A., Purdue University; Ph.D., University of Minnesota; Assistant Professor of Government and the Washington Semester Program.
- Palmer, Christopher (2005), B.S., M.S., University College London; M.P.A., Harvard University; Distinguished Film Producer-in-Residence of Communication.
- Paoletti, Sarah H. (2003), B.A., Yale University; J.D., Washington College of Law of American University; Practitioner-in-Residence of Law.
- Park, Jin Young (2001), B.A., Yonsei University; M.A., New York University; Ph.D., State University of New York at Stony Brook; Assistant Professor of Philosophy and Religion.

- Park, Walter G (1991), B.A., University of Toronto; M.Phil., University of Oxford; Ph.D., Yale University; Associate Professor of Economics.
- Parker, Scott R. (1974), A.B., M.A., Ph.D., Columbia University; Professor of Psychology.
- Pascle, Celine-Marie (2003), B.A., Glassboro State College; M.A., San Jose State University; Ph.D., University of California, Santa Cruz; Assistant Professor of Sociology.
- Pasha, Mustapha (1993), B.A., Forman Christian College, LL.B., Punjab University; M.A., Ph.D., University of Denver; Associate Professor of International Service.
- Pastor, Robert A. (2002), B.A., Lafayette College; M.P.A., Ph.D., Harvard University; Professor of International Service and Vice President of International Affairs.
- Pattison, Neal A. (2005), B.S., Ohio University; Journalist-in-Residence.
- Peach, Lucinda Joy (1997), B.A., University of Massachusetts; J.D., New York University; M.A., Ph.D., Indiana University; Associate Professor of Philosophy and Religion.
- Perry, Anne C. (1983), B.A., Randolph-Macon Woman's College; M.A., Duke University; M.I.M., American Graduate School of International Management; Ph.D., Washington University; D.B.A., The George Washington University; Associate Professor of International Business.
- Persaud, Randolph (1997), B.A., Yale University; Ph.D., York University; Associate Professor of International Service.
- Peymircioglu, Zehra (1988), A.B., Stanford University; M.A., Princeton University; Ph.D., Rice University; Associate Professor of Psychology.
- Philipov, Alexander (2005), M.S., University of Massachusetts Amherst; Ph.D., Boston College; Assistant Professor of Finance and Real Estate.
- Phillips, Victoria F. (2001), B.A., Smith College; J.D., Washington College of Law of American University; Practitioner-in-Residence of Law.
- Picarelli, John Thomas (2003), B.A., University of Delaware; M.A., University of Pittsburgh; Instructor of International Service.
- Pike, Andrew D. (1984), B.A., Swarthmore College; J.D., University of Pennsylvania; Professor of Law and Associate Dean for Academic Affairs, Washington College of Law of American University.
- Pike, David (1995), B.A., Swarthmore College; M.A., Ph.D., Columbia University; Associate Professor of Literature.
- Pinero, Marie I. (2003), B.A., University of Puerto Rico; M.A., American University; Instructor of Language and Foreign Studies.
- Polkoff, Nancy D. (1988), B.A., University of Pennsylvania; J.D., Georgetown University; M.A., The George Washington University; Professor of Law.
- Popper, Andrew F. (1978), B.A., Baldwin-Wallace College; J.D., DePaul University; LL.M., The George Washington University; Professor of Law.
- Post, David (2002), B.S., University of North Carolina at Chapel Hill; J.D., Duke University; Instructor of Accounting.
- Prince, Sabiha R. (1998), B.A., Marist College; M.A., City University of New York; Assistant Professor of Anthropology.
- Puglisi, Gemma (2004), B.A., Trinity College; M.A., The Catholic University of America; Assistant Professor of Communication.
- Radin, Beryl A. (2005), B.A., Antioch College; M.A., University of Minnesota; Ph.D., University of California, Berkeley; Scholar-in-Residence of Public Administration and Policy.
- Ramos, Flavia S. (2002), B.F.A., Universidade Federal do Rio de Janeiro; M.Ed., Ed.D., University of Massachusetts; Assistant Professor of Education.
- Reskin, Jamin B. (1990), B.A., J.D., Harvard University; Professor of Law.
- Reischler, Patricia A. (2003), B.A., The George Washington University; M.A., The Catholic University of America; Writing Instructor.
- Reitman, Jeffrey H. (1970), B.A., Queens College; M.A., Ph.D., The Pennsylvania State University; Professor of Philosophy and Religion.
- Reynolds, Kara M. (2003), B.A., American University; M.A., Ph.D., University of Virginia; Assistant Professor of Economics.
- Rice, Paul R. (1974), B.B.A., Marshall University; J.D., West Virginia University; LL.M., Yale University; Professor of Law.
- Richardson, Jr., John M. (1975), A.B., Dartmouth College; Ph.D., University of Minnesota; Professor of International Service and Director, Center for Teaching Excellence.
- Riddick, Leigh A. (1989), B.A., Hendrix College; M.A., University of Arkansas; M.S., Ph.D., University of Wisconsin-Madison; Associate Professor of Finance and Real Estate.
- Riley, Anthony L. (1976), B.A., University of North Carolina; Ph.D., University of Washington; Professor of Psychology and Department Chair.
- Ring, Jessica (2004), M.F.A., Kent State University; Assistant Professor of Art.
- Robbins, Ira P. (1979), A.B., University of Pennsylvania; J.D., Harvard University; Professor of Law.
- Robe, Michel A. (1999), License, Université de Liège; M.S., Ph.D., Carnegie Mellon University; Associate Professor of Finance and Real Estate.
- Robinson, Todd E. (2004), B.A., American University; M.M., Cambridge College; M.A., University of Massachusetts; Instructor of History.
- Rockwell, Rick (1997), B.S., Northwestern University; M.A., University of Southern California; Associate Professor of Communication.
- Rodamar, Danièle (1987), L.M., Université de Provence; Ph.D., University of Michigan; Associate Professor of Language and Foreign Studies.
- Rodier, David F.T. (1967), B.A., Drury College; Ph.D., Vanderbilt University; Associate Professor of Philosophy and Religion.
- Royer, Olga E. (1987), B.A., Mount Holyoke College; M.A., American University; Ph.D., University of Maryland; Associate Professor of Language and Foreign Studies.
- Roman, Rut (2005), M.A., University of Maryland; Instructor of Language and Foreign Studies.
- Rosenbloom, David H. (1990), A.B., Marietta College; M.A., Ph.D., The University of Chicago; Distinguished Professor of Public Administration and Department Chair.
- Rossiter, Caleb S. (2002), B.S., Ph.D., Cornell University; M.S., Cortland State University; Assistant Professor of International Service.
- Rossotti, Jack E. (1987), B.A., Northwestern University; M.A., Syracuse University; J.D., The Catholic University of America; Ph.D., Syracuse University; Assistant Professor of Government and the Washington Semester Program.
- Rubenstein, Roberta (1969), B.A., University of Colorado; Ph.D., University of London; Professor of Literature.
- Rubin, Barry M. (2005), B.A., Richmond College; M.A., Rutgers State University; Ph.D., Georgetown University; Visiting Professor of Sociology.
- Rudolph, Christopher (2005), B.A., M.A., Ph.D., University of California, Los Angeles; M.A., San Diego State University; Assistant Professor of International Service.
- Ruskola, Teemu (1999), B.A., Stanford University; J.D., Yale University; Professor of Law.
- Sadker, David G. (1973), B.A., City College of New York; M.A.T., Harvard University; Ed.D., University of Massachusetts; Professor of Education.
- Said, Abdul Aziz (1957), B.S., M.A., Ph.D., American University; Professor of International Service and Mohammed Said Farsi Chair of International Peace and Division Director, International Peace and Conflict Resolution.
- Samarasinghe, Vidyamali (1990), B.A., University of Ceylon; Ph.D., University of Cambridge; Associate Professor of International Service.
- Samson, Michael P. (1983), B.S., M.B.A., J.D., Cornell University; LL.M., Georgetown University; C.P.A.; Professor of Accounting.
- Sapieyeski, Jerzy (1975), Diploma, State Advanced School of Music, Gdańsk; M.M., The Catholic University of America; Professor of Performing Arts.
- Sarnoff, Joshua (2001), B.S., Massachusetts Institute of Technology; J.D., Stanford University; Practitioner-in-Residence of Law.
- Savage, Joanne (1998), B.A., B.A., Southern Illinois University at Carbondale; M.A., Ph.D., University of California, Irvine; Associate Professor of Justice, Law and Society.

- Sawers, Larry B. (1969), B.A., Duke University; M.A., Ph.D., University of Michigan; Professor of Economics.
- Schaeff, Catherine (1993), B.Sc., University of Toronto; M.Sc., University of Ottawa; Ph.D., Queen's University; Associate Professor of Biology and Department Chair.
- Schafer, Alison (1997), B.A., University of Pennsylvania; M.A., The Johns Hopkins University; Associate Professor of Communication.
- Schaffner, Brian F. (2004), B.A., University of Georgia; Ph.D., Indiana University; Assistant Professor of Government.
- Schaler, Jeffrey A. (2003), B.A., Antioch College; M.Ed., Ph.D., University of Maryland; Assistant Professor of Justice, Law, and Society.
- Scharans, Hector (2003), B.A., University of Buenos Aires; Ph.D., Columbia University; Assistant Professor of International Service.
- Schiller, Bradley R. (1980), B.A., University of California, Berkeley; Ph.D., Harvard University; Professor of Public Administration.
- Schneider, Cathy (1994), B.A., M.A., State University of New York at Albany; Ph.D., Cornell University; Associate Professor of International Service.
- Schneider, Jacqueline (2005), A.S., B.S., Ph.D., University of Cincinnati; M.P.A., The Ohio State University; Assistant Professor of Justice, Law and Society.
- Schwartz, Herman (1982), A.B., J.D., Harvard University; Professor of Law.
- Selman, Victor (1976), B.A., New York University; M.S., Stevens Institute of Technology; D.Sc., The George Washington University; Associate Professor of Information Technology.
- Semiatin, Richard (1991), B.A., Connecticut College; M.A., Ph.D., American University; Assistant Professor of Government and the Washington Semester Program.
- Serra, Ana (1999), B.A., Universidad de Sevilla; M.A., Northwestern University; Ph.D., The George Washington University; Assistant Professor of Language and Foreign Studies.
- Shai, Richard (1992), B.A., University of Pennsylvania; M.A., Ph.D., The University of Texas; Associate Professor of Literature.
- Shattock, Ann (1988), A.B., Bryn Mawr College; J.D., Harvard University; Professor of Law.
- Sharabati, Walid K. (2004), M.S., Minnesota State University; Instructor of Mathematics and Statistics.
- Shelford, April (2001), B.A., M.A., State University of New York at Albany; Ph.D., Princeton University; Assistant Professor of History.
- Shelley, Louise L. (1977), B.A., Cornell University; M.A., Ph.D., University of Pennsylvania; Professor of International Service.
- Sherman, Anita Gilman (2003), B.A., Harvard University; M.A., Oxford University; M.A., Ph.D., University of Maryland; Assistant Professor of Literature.
- Sicina, Robert (2002), B.S., M.B.A., Syracuse University; Executive-in-Residence of International Business.
- Siegel, Mary A. (1977), A.B., Vassar College; J.D., Yale University; Professor of Law.
- Silberberg, Alan M. (1971), B.A., Yale University; M.A., Ph.D., University of Pennsylvania; Professor of Psychology.
- Silva, Luis Manuel Cravo (1997), A.B., Harvard University; M.F.A., Columbia University; Associate Professor of Art and Department Chair.
- Silver, Linsey P. (2003), B.A., American University; M.F.A., California College of Arts and Crafts; Assistant Professor of Art.
- Silvia, Stephen J. (1990), B.S., Cornell University; M.Phil., Ph.D., Yale University; Associate Professor of International Service and Director, Ph.D. Program.
- Siman-Zakhari, Beatrix (1991), B.A., Wilkes College; M.A., Ph.D., University of Pennsylvania; Assistant Professor of Justice, Law and Society and the Washington Semester Program.
- Simon, Rita J. (1983), B.A., University of Wisconsin; Ph.D., The University of Chicago; University Professor of Justice, Law and Society.
- Simpson, Christopher (1991), M.A., University of Maryland; Professor of Communication.
- Sims, Kimberly (2005), B.A., Carnegie Mellon University; M.A., Ph.D., Harvard University; Instructor of History.
- Singerman, Diane (1991), B.A., M.A., Ph.D., Princeton University; Associate Professor of Government.
- Sklarew, Myra W. (1977), B.S., Tufts University; M.A., The Johns Hopkins University; Professor of Literature.
- Smearman, Claire A. (2004), B.A., Towson University; J.D., University of Maryland; Practitioner-in-Residence of Law.
- Smith, Brenda (1998), B.A., Spelman College; J.D., Georgetown University; Professor of Law.
- Smith, Edward C. (1969), U.S.D.A. Graduate School; Georgetown University; Assistant Professor of Anthropology.
- Smith, Margaret (1999), B.A., M.A., Boston University; Ph.D., Tufts University; Assistant Professor of International Service and the Washington Semester Program.
- Smith, Sally L. (1976), A.B., Bennington College; M.A., New York University; Professor of Education.
- Smith, William E. (2003), B.A., M.A., Howard University; Ph.D., University of Maryland; Assistant Professor of Performing Arts.
- Smyth, Sophie E. (2004), B.A., Trinity College, Dublin; B.C.L., Oxford University; LL.M., Georgetown University; Visiting Professor of Law.
- Snelling, Anastasia M. (1996), B.S., University of Connecticut; M.S., Ph.D., American University; Associate Professor of Health and Fitness.
- Solis, Mireya (2003), B.A., El Colegio de Mexico; M.A., Ph.D., Harvard University; Assistant Professor of International Service.
- Sosland, Jeffrey (2003), B.A., Harvard University; Ph.D., Georgetown University; Assistant Professor of International Business and the Washington Semester Program.
- Sprangers, Janet R. (1973), B.A., Wellesley College; M.A., Northwestern University; J.D., The George Washington University; Professor of Law.
- Stack, Richard A. (1990), B.A., Indiana University; J.D., University of Missouri; Associate Professor of Communication.
- Stallings, Virginia (1989), B.S., Northwestern State University; M.S., Northwestern University; Math.Ed., Ph.D., University of Southern Mississippi; Associate Professor of Mathematics and Statistics.
- Starr, Martha (2003), B.A., McGill University; M.A., Boston University; Assistant Professor of Economics.
- Steinhorn, Leonard (1995), B.A., Vassar College; M.A., Ph.D., The Johns Hopkins University; Associate Professor of Communication and Director, Public Communication Division.
- Stern, Philip J. (2004), B.A., Wesleyan University; M.A., M.Phil., Ph.D., Columbia University; Assistant Professor of History.
- Stewart, Katherine A. (2005), B.A., Harvard University; M.A., American University; M.A., Ph.D., Brown University; Assistant Professor of Government.
- Stogner, Margaret (2005), B.A., San Francisco State University; M.A., Stanford University; Assistant Professor of Communication.
- Stone, Russell A. (1991), B.A., McGill University; Ph.D., Princeton University; Professor of Sociology.
- Streitmatter, Roger A. (1979), B.A., Southern Illinois University; M.S., Radford College; Ph.D., American University; Professor of Communication.
- Sulak, Marcela Malek (2005), B.A., Ph.D., The University of Texas; M.A., Villanova University; M.F.A., University of Notre Dame; Assistant Professor of Literature.
- Swallow, Wendy S. (1989), B.A., Colby College; M.A., American University; Associate Professor of Communication.
- Swasy, John L. (1987), B.S., M.B.A., The Pennsylvania State University; Ph.D., University of California, Los Angeles; Associate Professor of Marketing.
- Swithers, Meredith (2000), B.A., University of Delaware; M.A., American University; Writing Instructor.
- Sykes, Patricia L. (1989), B.A., Boston College; M.A., Ph.D., Yale University; Associate Professor of Government.
- Tamashasky, Adam W. (2004), B.A., University of Dayton; M.F.A., American University; Writing Instructor of Literature.

- Taylor, Steven J. (1996), B.S., State University of New York; M.Ed., Florida A&M University; M.A., Ph.D., University of Minnesota; Associate Professor of Government.
- Tesconi, Jr., Charles A. (1989), B.S., University of Vermont; M.Ed., Ed.D., University of Cincinnati; Professor of Education.
- Thompson, Robert B. (2000), B.S., Ph.D., University of Florida; Associate Professor of Accounting.
- Thurber, James A. (1974), B.S., University of Oregon; M.A., Ph.D., Indiana University; Distinguished Professor of Government and Director, Center for Congressional and Presidential Studies.
- Tigar, Michael (1998), B.A., J.D., University of California, Berkeley; Professor of Law.
- Tobias, Robert M. (1999), B.A., M.B.A., University of Michigan; J.D., The George Washington University; Distinguished Practitioner-in-Residence of Public Administration of Policy.
- Townsend, William B. (2005), B.S.F.S., Georgetown University; M.S., State University of New York; Ph.D., University of Maryland; Executive-in-Residence in Information Technology.
- Tripp, Rosemary (2005), B.A., University of New Mexico; M.A., Ph.D., The Johns Hopkins University; Assistant Professor of Art.
- Trotter, Jr., Joseph A. (1990), B.S.F.S., Georgetown University; J.D., Washington College of Law of American University; Research Professor of Justice, Law and Society.
- Tschemplik, Andrea (2001), B.A., Upsala College; M.A., Bryn Mawr College; Ph.D., City University of New York; Assistant Professor of Philosophy and Religion.
- Turai, Frank (1965), B.A., M.A., University of Connecticut; Ph.D., Brown University; Professor of Literature.
- Twomey, Jane (1996), B.A., M.A., California State University; Ph.D., University of Maryland; Assistant Professor of Communication.
- Ugelow, Richard (2002), B.A., Hobart College; J.D., Washington College of Law of American University; LL.M., Georgetown University; Practitioner-in-Residence of Law.
- Valsitis, Eduardas (2005), B.A., Berea College; M.A., Ph.D., Yale University; Assistant Professor of Mathematics and Statistics.
- Van Dyke, Frances (2000), B.A., Vassar College; M.A., Ph.D., University of Illinois; Assistant Professor of Mathematics and Statistics.
- Varon, Anthony (2005), A.B., J.D., Boston College; LL.M., Georgetown University; Associate Professor of Law.
- Vasquez, Vivian (1999), B.A., York University; M.A., Mount Saint Vincent University; Ph.D., Indiana University at Bloomington; Associate Professor of Education.
- Vaughn, Robert (1972), B.A., J.D., University of Oklahoma; LL.M., Harvard University; Professor of Law.
- Velleman, Kristin D. (2005), B.A., University of Virginia; M.A., American University; Instructor of Language and Foreign Studies.
- Venturelli, Shalini (1994), B.S., Illinois State University; M.A., The University of Chicago; Ph.D., University of Colorado; Associate Professor of International Service.
- Vetter, Lisa (2001), B.A., University of Maryland; M.A., Ph.D., Fordham University; Assistant Professor of Government.
- Viano, Emilio C. (1970), B.A., Gregorian University; M.A., University of Notre Dame; Ph.D., New York University; Professor of Justice, Law and Society.
- Vidal-Ortiz, Salvador (2005), B.A., Universidad de Puerto Rico; M.A., California State University; City University of New York; Assistant Professor of Sociology.
- Volkema, Roger J. (1988), B.A., Western Michigan University; M.S., Ph.D., University of Wisconsin-Madison; Associate Professor of Management and Department Chair.
- Von Worde, Renee A. (2005), B.A., The George Washington University; M.A., Ph.D., George Mason University; Assistant Professor of Language and Foreign Studies.
- Wachtel, Howard M. (1969), B.S., Temple University; M.A., University of Connecticut; Ph.D., University of Michigan; Professor of Economics.
- Walker, Danna (2005), B.A., Northeast Louisiana University; M.S., Georgetown University; Ph.D., University of Maryland; Assistant Professor of Communication.
- Walker, Mark (1997), B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California, Berkeley; Assistant Professor of International Service.
- Wallace, Perry (1991), B.S., Vanderbilt University; J.D., Columbia University; Professor of Law.
- Wapner, Paul (1991), B.A., University of Colorado; M.A., The University of Chicago; M.A., Ph.D., Princeton University; Associate Professor of International Service.
- Warrick, Catherine E. (2002), B.A., University of Notre Dame; M.A., University of Denver; Ph.D., Georgetown University; Assistant Professor of Government.
- Wasil, Jr., Edward A. (1985), B.S., Fairfield University; M.B.A., Ph.D., University of Maryland; Professor of Information Technology and Tarek Omar Endowed Chair of Organizational Transformation.
- Watkins, Rachel (2003), B.A., Howard University; M.A., University of Maryland; Ph.D., University of North Carolina at Chapel Hill; Assistant Professor of Anthropology.
- Watson, John C. (1998), B.A., J.D., Rutgers State University; Associate Professor of Communication.
- Weaver, Gary R. (1968), B.A., M.A., Ph.D., American University; Professor of International Service.
- Weinberger, Peter (2004), B.A., The George Washington University; M.A., American University; Ph.D., The London School of Economics; Assistant Professor of International Service and the Washington Semester Program.
- Weinroth, Diane (2003), B.A., University of California, Berkeley; J.D., Columbia University; Practitioner-in-Residence of Law.
- Weiss, Stanley J. (1968), B.A., City College of New York; M.A., Ph.D., The Ohio State University; Professor of Psychology.
- Weisbrod, Carol S. (1973), B.S., Tufts University; M.A., Ph.D., Northwestern University; Associate Professor of Psychology.
- Weuthe, Michael (2005), B.A., Duke University; M.A., University of Oxford; Instructor of Literature.
- Williams, Brett (1976), B.A., Tufts University; Ph.D., University of Illinois; Professor of Anthropology.
- Williams, Paul Robert (1997), A.B., University of California, Davis; J.D., Stanford University; Associate Professor of International Service and Law and Director, J.D./M.A. Program.
- Williams, Russell (2002), B.A., American University; Artist in Residence of Communication.
- Williamson, Donald T. (1985), B.A., Hamilton College; M.B.A., J.D., Cornell University; LL.M., Georgetown University; C.P.A.; Professor of Accounting and Department Chair.
- Willoughby, John A. (1979), B.A., University of Michigan; M.A., Cambridge University; Ph.D., University of California, Berkeley; Professor of Economics and Department Chair.
- Winters, Paul C. (2004), B.A. of University of San Diego; M.A., University of San California, San Diego; Ph.D., University of California, Berkeley; Associate Professor of Economics.
- Wilson, Richard J. (1989), B.A., DePauw University; J.D., University of Illinois; Professor of Law.
- Wisman, Jon D. (1971), B.A., University of Maryland; Diploma, University of Strasbourg; M.A., Ph.D., American University; Professor of Economics.
- Wisman, Joscette A. (1973), Licences Lettres, University of Strasbourg; M.A., American University; Ph.D., The Catholic University of America; Associate Professor of Language and Foreign Studies.
- Wootton-Don, Lacey T. (1999), B.A., University of California, Berkeley; M.A., American University; Writing Instructor.

- Wu, Angela (1980), B.S., Villanova University; M.S., Cornell University; Ph.D., University of Maryland; Professor of Computer Science, Audio Technology, and Physics.
- Yates, Brian T. (1976), B.A., University of California, San Diego; Ph.D., Stanford University; Professor of Psychology.
- Yaveroglu, Idil (2005), B.S., Middle East Technical University; M.B.A., Bilkent University; Ph.D., Georgia State University; Assistant Professor of Marketing.
- Yoo, Jungho (2006), B.A., Seoul National University; M.A., Ph.D., University of Wisconsin; Assistant Professor of International Service.
- Young, Gloria (1988), B.A., Trinity University; M.A., University of Houston; Ph.D., The University of Texas at Austin; Associate Professor of Sociology and Director, Women's and Gender Studies Program.
- Zaharna, Rhonda S. (1990), B.S., Georgetown University; M.Ed., Ed.D., Columbia University; Associate Professor of Communication.
- Zelenksy, Elizabeth K. (2005), B.S., M.A., Ph.D., Georgetown University; Assistant Professor of History.
- Zhao, Quansheng J. (1996), B.A., Beijing University; M.A., Ph.D., University of California, Berkeley; Professor of International Service and Division Director, Comparative and Regional Studies.

## Librarians with Full-time Faculty Status

---

- Allen, Kirsten Lynn (2003), B.A., Brigham Young University; M.L.S., Indiana University, Bloomington; Assistant Librarian.
- Arnold, George D. (1971), B.A., Seminary of St. Pius X; M.L.S., University of Maryland; Librarian.
- Becher, Melissa L. (1996), B.A., Oberlin College; M.S.L.S., University of Illinois; Associate Librarian.
- Dygert, Claire T. (1996), B.A., University of Massachusetts; M.L.S., University of Washington; Associate Librarian.
- Estes, Marilyn S. (2006), B.A., Virginia Union University; M.L.S., The Catholic University of America; Associate Law Librarian.
- Evangeliste, Mary (2003), B.A., Allegheny College; M.L.I.S., University of Pittsburgh; Assistant Librarian.
- Flug, Janice L. (1972), B.A., Hamline University; M.L.S., University of Maryland; M.P.A., American University; Librarian.
- Heintze, James R. (1969), B.S., Loyola College; M.A., American University; M.L.S., University of Maryland; Librarian.
- Heywood, John Q. (1987), B.S., Northern Arizona University; J.D., Washington College of Law of American University; Associate Law Librarian.
- Ho, Clement (2002), B.A., B.A., M.A., M.L.I.S., University of Alberta; Assistant Librarian.
- Hodges, Alex R. (2003), B.A., University of Florida; M.L.S., University of Maryland; Assistant Librarian.
- Kaufman, Billie Jo (2003), B.S., M.S., Indiana University; J.D., Nova University; Professor of Law, Law Librarian and Director of the Law Library.
- Lewis, Christopher (1992), B.A., University of Cincinnati; M.L.S., Indiana University; Associate Librarian.
- Lewis-Somers, Susan (1999), B.A., University of California, Los Angeles; J.D., Southwestern University; M.Lib., University of Washington; Associate Law Librarian.
- Marien, Stacey (1999), B.A., McGill University; M.B.A., University of Massachusetts at Boston; M.L.S., University of North Carolina at Chapel Hill; Associate Librarian.
- Matsuoka-Motley, Nobue (2006), B.M., Loyola University; M.M., Southern Methodist University; M.L.S., Louisiana State University; Assistant Librarian.
- Melman, Margaret E. (2003), B.A., Birmingham-Southern College; M.A., Florida State University; M.L.I.S., University of Alabama; Assistant Librarian.
- Milam, Margaret M. (1971), B.A., M.L.S., University of Maryland; J.D., Washington College of Law of American University; Law Librarian.
- Mintz, Mary M. (1984), B.A., Davidson College; M.A., North Carolina State University; M.S.L.S., University of North Carolina at Chapel Hill; Associate Librarian.
- Mirkin, Slava (2003), B.Sc., Byelorussian Polytechnic Institute; M.L.S., University of Maryland; Assistant Law Librarian.
- Neilson, Susan H. (1968), B.A., Keuka College; M.S.L.S., Drexel Institute of Technology; Associate Librarian.
- Osterman, Anne Charlotte (2005), B.A., Florida State University; M.S., University of North Carolina; Assistant Librarian.
- Petit, Michael J. (1999), B.A., M.S.L.S., The Catholic University of America; Associate Law Librarian.
- Postar, Adeeb (2003), A.B., J.D., Washington University; M.S.L.S.; The Catholic University of America; Associate Law Librarian and Deputy Director of the Law Library.
- Reece, Gwendolyn Jayne (1998), B.A., Miami University; M.A., University of California; M.S., Simmons College; Associate Librarian.
- Ryan, William (1990), B.A., Boston University; M.L.S., University of Maryland; J.D., Washington College of Law of American University; Law Librarian.
- Shapiro, Martin P. (1990), B.A., University of Missouri; M.A., University of Kansas; M.L.S., University of Pittsburgh; Associate Librarian.
- Vogelsong, Diana (1975), B.A., Kalamazoo College; M.L.S., University of Maryland; M.A., American University; Librarian.
- Wand, Patricia (1989), B.A., Seattle University; M.A.T., Antioch Graduate School; A.M.L.S., University of Michigan; Librarian and University Librarian.

## Faculty Emeriti

- Anderson, Laird B.** (1973), B.S., Florida State University; M.A., American University; Professor Emeritus of Communication.
- Arnold, Steven H.** (1970), B.A., Occidental College; M.A., Ph.D., The Johns Hopkins University; Associate Professor Emeritus of International Service.
- Baker, Kenneth** (1966), B.A., M.A., University of Kansas; Associate Professor Emeritus of Performing Arts.
- Banta, William C.** (1970), B.A., University of California, Berkeley; Ph.D., University of Southern California; Professor Emeritus of Biology.
- Baranovic, Boris I.** (1966), B.A., Amherst College; M.F.A., Yale University; Associate Professor Emeritus of Performing Arts.
- Baron, Austin M.** (1971), B.S., City College of New York; M.S., Ph.D., Purdue University; Associate Professor Emeritus of Mathematics and Statistics.
- Bartfeld, Charles I.** (1966), M.B.A., Ph.D., Columbia University; Professor Emeritus of Management.
- Bassler, Richard A.** (1969), B.S., University of Colorado; M.S., The George Washington University; Ph.D., Lawrence University; Professor Emeritus of Computer Science and Information Systems.
- Bean, Arthur P.** (1963), B.A., M.A., University of Virginia; M.S., The Catholic University of America; Associate Professor Emeritus of Literature.
- Beers, Dorothy** (1972), B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania; Professor Emerita of History.
- Beisner, Robert L.** (1965), M.A., Ph.D., The University of Chicago; Professor Emeritus of History.
- Bergin, Thomas J.** (1982), B.A., University of Maryland; M.A., Ph.D., American University; Professor Emeritus of Computer Science and Information Systems.
- Bergmann, Barbara R.** (1988), B.A., Cornell University; M.A., Ph.D., Harvard University; Distinguished Professor Emerita of Economics.
- Blas, Evelyn R.** (1980), M.A., Edinburgh University; M.L.S., Simmons College; Associate Librarian Emerita.
- Borkovec, Vera** (1966), Undergraduate, Charles University, Prague; M.A., Hollins College; M.A., American University; Ph.D., Georgetown University; Associate Professor Emerita of Language and Foreign Studies.
- Bowles, W. Donald** (1957), B.A., University of Washington; M.A., Ph.D., Columbia University; Professor Emeritus of Economics.
- Brabanski, Lothar** (1957), M.F.A., Berlin Academy of Fine Arts; Associate Professor Emeritus of Art.
- Brenner, Donald R.** (1971), B.S., J.D., The Ohio State University; Professor Emeritus of Accounting.
- Breyer, Edward J.** (1961), B.S., M.S., Ph.D., University of Maryland; Professor Emeritus of Biology.
- Brown, Roger H.** (1965), B.A., M.A., Ph.D., Harvard University; Professor Emeritus of History.
- Bulmash, Gary F.** (1975), B.A., M.B.A., D.B.A., University of Maryland; CPA; Associate Professor Emeritus of Accounting.
- Burkart, Edward L.** (1962), B.S., M.S., Georgetown University; Ph.D., University of Pennsylvania; Professor Emeritus of Language and Foreign Studies.
- Burkart, Grace Stovall** (1960), A.B., Cornell University; M.A., American University; Ph.D., Georgetown University; Professor Emerita of Language and Foreign Studies.
- Burns, Kirk L.** (1968), B.S., U.S. Naval Academy; M.A., University of Washington; Ph.D., University of Paris; Associate Professor Emeritus of Management.
- Butts, James R.** (1964), B.S., Virginia Polytechnic Institute and State University; M.S., New York University; Associate Professor Emeritus of Marketing.
- Charbonneau, Marie A.** (1960), B.A., M.A., University of Paris; Etudes Pratiques d'Anglais, Sorbonne; Associate Professor Emerita of Language and Foreign Studies.
- Chase, Linda S.** (1985), A.B., Oberlin College; M.S.I.S., Columbia University; Associate Librarian Emerita.
- Clarke, Barbara J.** (1974), B.A., M.S., University of Maine; Ph.D., Tulane University; Associate Professor Emerita of Biology.
- Cleary, Robert E.** (1965), B.A., M.A., Monclair State College; M.A., Ph.D., Rutgers State University; Professor Emeritus of Public Administration.
- Connolly, Frank W.** (1982), B.A., University of Scranton; M.S., The George Washington University; Ph.D., American University; Professor Emeritus of Computer Science.
- Coward, Billy G.** (1964), B.S., B.A., M.A., American University; Associate Professor Emeritus of Health and Fitness.
- Cronwell, William C.** (1962), B.A., Emory University; M.A., Ph.D., American University; Professor Emeritus of International Service.
- Crone, Lawrence J.** (1984), B.A., Ph.D., The Catholic University of America; Associate Professor of Mathematics Emeritus and Statistics.
- Crosby, David S.** (1966), B.A., American University; M.A., Ph.D., University of Arizona; Professor Emeritus of Mathematics and Statistics.
- Crowder, Charles F.** (1967), B.M., Lawrence College; M.A., Columbia University; Professor Emeritus of Performing Arts.
- Derenburg, Thomas F.** (1975), B.A., Swarthmore College; M.A., Ph.D., Yale University; Professor Emeritus of Economics.
- Dhillon, Gita L.** (1966), B.Sc., Christian Medical College Hospital; M.Ed., Columbia University; Associate Professor Emerita of Nursing.
- DiBaecco, Thomas V.** (1965), B.A., Rollins College; M.A., Ph.D., American University; Professor Emeritus of Management.
- Durfee, Harold A.** (1955), Ph.B., University of Vermont; B.D., Yale University; Ph.D., Columbia University; Professor Emeritus of Philosophy and Religion.
- Edelman, Richard B.** (1983), B.A., M.B.A., D.B.A., University of Maryland; C.P.A.; Professor Emeritus of Finance and Real Estate.
- El Khadem, Hassan S.** (1984), B.Sc., Cairo University; D.Sc. Tech., E.T.H. Zurich; D.Sc., University of Alexandria; D.Sc., University of London; Ph.D., Imperial College; Professor Emeritus of Chemistry.
- Estes, Ralph** (1990), B.S., M.B.A., University of Kentucky; D.B.A., Indiana University; C.P.A.; Professor Emeritus of Accounting.
- Fisher, Jeff** (1979), B.A., M.A., San Diego State College; Ph.D., University of California, Los Angeles; Professor Emeritus of Government.
- Fox, Richard H.** (1970), A.B., Northwestern University; Ph.D., University of Hawaii; Associate Professor Emeritus of Biology.
- French, Valerie** (1972), B.A., Cornell University; M.A., Ph.D., University of California, Los Angeles; Associate Professor Emerita of History and Department Chair.
- Farber, Lincoln M.** (1977), B.A., Middlebury College; M.S., Columbia University; Associate Professor Emeritus of Communication.
- Garrard, Mary D.** (1964), B.A., Newcomb College; M.A., Radcliffe College; Ph.D., The Johns Hopkins University; Professor Emerita of Art.
- Geiser, Daniel S.** (1966), B.A., Juniata College; M.A., Oregon State University; Ed.D., Columbia University; Professor Emeritus of Health and Fitness.
- Gimble, Josephine G.** (1966), B.A., American University; M.S.N., The Catholic University of America; M.P.H., Dr.P.H., The Johns Hopkins University; Professor Emerita of Nursing.
- Glazer, Herbert** (1968), A.B., A.M., Ph.D., Boston University; Professor Emeritus of International Business.
- Goldin, Jessica W.** (1966), B.A., Long Island University; M.A., Columbia University; Associate Professor Emerita of Language and Foreign Studies.
- Graham, Michael T.** (1973), B.A., University of Pennsylvania; M.F.A., Yale University; Associate Professor Emeritus of Art.

- Greenberg, Milton** (1980), B.A., Brooklyn College; M.A., Ph.D., University of Wisconsin; Professor Emeritus of Government.
- Gregg, Robert W.** (1970), A.B., Colgate University; Ph.D., Cornell University; Professor Emeritus of International Service.
- Gross, Chalmers A.** (1959), B.A., M.S., University of Illinois; Ph.D., The University of Chicago; Professor Emeritus of Education.
- Guttmann, Egon** (1968), B.A., LL.B., LL.M., University of London; Professor Emeritus of Law.
- Halpern, Katherine S.** (1970), B.A., Vassar College; Ph.D., The University of Chicago; Professor Emerita of Anthropology.
- Han, Pierre** (1964), B.A., The Catholic University of America; M.A., Ph.D., Columbia University; Professor Emeritus of Literature.
- Hanus, Jerome J.** (1966), B.A., Seattle University; M.A., University of Washington; Ph.D., University of Maryland; Professor Emeritus of Government.
- Hardwick, Charley D.** (1967), B.A., Southern Methodist University; B.D., Drew University; M.A., Ph.D., Yale University; Professor Emeritus of Philosophy and Religion.
- Harnden, Glenn P.** (1969), A.B., M.A., Stanford University; Professor Emeritus of Communication and Associate Dean, School of Communication.
- Harris, George L.** (1965), B.A., University of Washington; Ph.D., The Catholic University of America; Professor Emeritus of Anthropology and International Service.
- Harrison, Mark** (1960), B.S., Northeast Missouri State College; Ph.D., The Catholic University of America; Professor Emeritus of Physics.
- Hawke, Virginia E.** (1950), B.S., M.A., The Ohio State University; Professor Emerita of Health and Fitness.
- Hendrix, Jerry A.** (1965), B.A., Texas A&M University; M.A., University of Oklahoma; Ph.D., Louisiana State University; Professor Emeritus of Communication.
- Hirano, Marjorie** (1967), B.E., University of Hawaii; M.S., Illinois Institute of Technology; Associate Professor Emerita of Art.
- Hodinko, Bernard A.** (1967), B.S., California State College; M.A., University of West Virginia; Ed.D., The Pennsylvania State University; Professor Emeritus of Education.
- Holzsager, Richard A.** (1970), A.B., Columbia University; A.M., Ph.D., Harvard University; Professor Emeritus of Mathematics and Statistics.
- Hood, Mary Ann** (1957), B.A., M.A., Michigan State University; Associate Professor Emerita of Language and Foreign Studies.
- Hubbell, Josephine W.** (1962), B.S., The College of William and Mary; M.A., State University of Iowa; Ph.D., New York University; Professor Emerita of Health and Fitness.
- Huber, Franz E.** (1970), B.A., M.A., Ph.D., University of Michigan; Associate Professor Emeritus of Education.
- Irish, Marian D.** (1966), B.A., Barnard College; M.A., Bryn Mawr College; Ph.D., Yale University; Professor Emerita of International Service.
- Ives, Helen E.** (1991), B.A., Swarthmore College; M.A., University of Pittsburgh; M.L.S., Rutgers State University; Associate Librarian Emerita.
- Ivison, Sterling H.** (1974), B.S., Massachusetts Institute of Technology; M.B.A., Harvard University; Associate Professor Emeritus of Management.
- Jorgens, Jack J.** (1975), B.A., Carleton College; M.A., City College of New York; Ph.D., New York University; Professor Emeritus of Literature.
- Kaplan, Barbara H.** (1968), B.A., Melbourne University; Ph.D., Columbia University; Professor Emerita of Sociology.
- Karakubil, Laura L.** (1958), B.S.B.A., M.B.A., Ph.D., American University; C.P.A.; Professor Emerita of Accounting.
- Karszikas, Eleni P.** (1959), B.A., The George Washington University; M.A., American University; Assistant Professor Emerita of Language and Foreign Studies.
- Kay, Richard B.** (1967), B.S., Drury College; M.S., Ph.D., University of Arkansas; Professor Emeritus of Physics.
- Kehoe, Patrick F.** (1973), B.C.S., Seattle University; J.D., M.L.Lib., University of Washington; Professor of Law Emeritus.
- Kelly, Faye L.** (1962), A.B., M.A., Ph.D., University of Florida; Professor Emerita of Literature.
- Keinenvan, Walter J.** (1969), B.C.S., M.C.S., M.F.A., The Catholic University of America; Professor Emeritus of Computer Science and Information Systems.
- Kessler, Edward I.** (1967), A.B., University of Virginia; M.A., Ph.D., Rutgers State University; Professor Emeritus of Literature.
- King, Frances H.** (1957), B.A., Western College; M.A., The Ohio State University; Professor Emerita of Literature.
- Koehler, David H.** (1970), B.S., University of Wisconsin; Ph.D., Syracuse University; Professor Emeritus of Public Administration.
- Kokus, Jr., John** (1969), B.S., University of California, Berkeley; M.A., California State University; Ph.D., American University; Associate Professor Emeritus of Finance and Real Estate.
- Korin, Basil P.** (1961), B.A., University of Connecticut; M.S., Stanford University; Ph.D., The George Washington University; Professor Emeritus of Mathematics and Statistics.
- Kummer, Laura B.** (1967), B.S.N.E., University of Pittsburgh; M.S., Case Western Reserve University; Ed.D., Indiana University; Professor Emerita of Nursing and Dean Emerita.
- Landman, Ruth H.** (1965), A.B., Vassar College; M.A., Ph.D., Yale University; Professor Emerita of Anthropology.
- Leedy, Paul D.** (1961), A.B., Dickinson College; M.A., University of Pennsylvania; Ph.D., New York University; Professor Emeritus of Education.
- Lewis, C. Stanley** (1990), B.A., Wesleyan University; B.F.A., M.F.A., Yale University; Professor Emeritus of Art.
- Long, Nicholas J.** (1968), B.A., Wayne State University; Ph.D., University of Michigan; Professor Emeritus of Education.
- Lubic, Robert B.** (1965), A.B., LL.B., University of Pittsburgh; M.P.L., Georgetown University; Professor Emeritus of Law.
- Lustig, Arnost** (1973), M.A. Ing., Ph.D., University of Prague; Professor Emeritus of Literature.
- Machlin, Claire T.** (1966), B.A., Hunter College; M.A., The George Washington University; Assistant Professor Emerita of Mathematics, Statistics, and Computer Science.
- Malloy, Jr., James A.** (1971), B.A., Morris Harvey College; M.A., Ph.D., The Ohio State University; Associate Professor Emeritus of History.
- Mandel, Alan R.** (1966), B.S., M.S., Juilliard School of Music; Diploma, Academic Mozarteum; Diploma, Conservatorio Montevie; Professor Emeritus of Performing Arts.
- Mardin, Serif** (1988), B.A., Stanford University; M.A., The Johns Hopkins University; Ph.D., Stanford University; Professor Emeritus of International Service.
- Mason, Vito E.** (1966), B.S., New York University; M.S., Ithaca College; Professor Emeritus of Performing Arts.
- McCann, Gary L.** (1979), B.A., California State University Fullerton; J.D., Willamette University; M.L.S., The University of Texas; Law Librarian Emeritus.
- McCue, Edmund B.** (1964), A.B., Union College; M.S., University of Michigan; Ph.D., Carnegie Institute of Technology; Associate Professor Emeritus of Mathematics, Statistics, and Computer Science.
- McGinnies, Elliott M.** (1971), B.A., University of Buffalo; M.A., Brown University; Ph.D., Harvard University; Professor Emeritus of Psychology.
- McLaughlin, Charles C.** (1963), B.A., Yale University; M.A., Ph.D., Harvard University; Professor Emeritus of History.
- McNitt, Jr., Charles W.** (1967), B.A., Ph.D., Tulane University; Professor Emeritus of Anthropology.
- Meadows, Martin** (1961), B.A., M.A., Ph.D., University of Oregon; Professor Emeritus of Government and Public Administration.
- Medish, Vadim** (1963), B.A., University of Pennsylvania; M.A., Ph.D., American University; Professor Emeritus of Language and Foreign Studies and International Service.

- Messersmith, Craig E.** (1969), B.A., Hobart College; M.Ed., Ed.D., The Pennsylvania State University; Associate Professor Emeritus of Education.
- Mittebeeler, Emmet V.** (1954), B.A., LL.B., University of Louisville; M.A., Ph.D., The University of Chicago; University Professor Emeritus of Government and Public Administration.
- Morella, Anthony C.** (1962), A.B., Boston University; J.D., Washington College of Law of American University; Professor Emeritus of Law.
- Mott, Albert D.** (1958), B.A., M.A., University of Missouri; Ph.D., University of California, Berkeley; Professor Emeritus of International Service.
- Mueller, Gert H.** (1973), Ph.D., University of Munich; Professor Emeritus of Sociology.
- Murphy, Terence R.** (1968), B.A., The University of Chicago; M.A., Roosevelt University; Ph.D., Northwestern University; Associate Professor Emeritus of History.
- Myren, Richard A.** (1976), B.S., University of Wisconsin; LL.B., Harvard University; Professor Emeritus of Justice, Law and Society.
- Nibley, Elizabeth B.** (1988), B.A., The George Washington University; M.L.S., University of Maryland; Associate Librarian Emerita.
- Noel, Henry M.** (1963), Dr d'Université, Université de Montpellier; M.A., University of Pennsylvania; Professor Emeritus of Language and Foreign Studies.
- Nye, Jr., Larry G.** (1963), B.A., Lock Haven State College; M.A., University of Maryland; Associate Professor Emeritus of Health and Fitness.
- O'Connor-Finn, Pat** (1968), B.S.N., M.S.N., The Catholic University of America; Associate Professor Emeritus of Health and Fitness.
- Olson, William Clinton** (1979), A.B., University of Denver; M.A., Ph.D., Yale University; Professor Emeritus of International Service.
- Owens, James** (1961), B.A., Loyola University; M.A., The University of Chicago; Ph.D., Georgetown University; Professor Emeritus of Management.
- Pace, Stephen** (1975), Professor Emeritus of Art.
- Penay, Luciano J.** (1965), B.A., M.A., American University; Associate Professor Emeritus of Art.
- Peters, William H.** (1983), A.B., William Jewell College; M.S., Columbia University; M.B.A., Ph.D., University of Michigan; Professor Emeritus of Marketing.
- Petersen, Karen K.** (1970), B.A., University of California, Berkeley; M.A., The Johns Hopkins University; Ph.D., Columbia University; Professor Emerita of Sociology.
- Pineda, Hugo** (1959), B.A., The George Washington University; M.A., American University; Ph.M., Ph.D., The George Washington University; Professor Emeritus of Language and Foreign Studies.
- Piotrow, F. Jackson** (1963), B.A., Haverford College; B.A., M.A., D.Phil., Oxford University; Professor Emeritus of International Service.
- Preston, Nathaniel S.** (1961), A.B., Boston University; M.A., University of Pennsylvania; Ph.D., Princeton University; University Professor Emeritus of Government and Public Administration.
- Prevots, Naima** (1967), B.A., Brooklyn College; M.S., University of Wisconsin; Ph.D., University of Southern California; Professor Emerita of Performing Arts.
- Radner, Joan** (1971), A.B., Radcliffe College; M.A., Ph.D., Harvard University; Professor Emerita of Literature.
- Randall, Darrell D.** (1962), B.A., Nebraska Wesleyan University; M.A., University of Nebraska; M.A., Columbia University; Ph.D., The University of Chicago; Professor Emeritus of International Service.
- Ravenal, Carol M.** (1970), B.A., Brooklyn College; M.F.A., Ohio University; Ph.D., Harvard University; Associate Professor Emerita of Art.
- Reagon, Bernice Johnson** (1993), B.A., Spelman College; Ph.D., Howard University; Distinguished Professor Emerita of History.
- Reitmann, Barbara J.** (1967), B.S., Temple University; M.A., University of Maryland; Associate Professor Emerita of Health and Fitness.
- Reiss, Howard R.** (1969), B.A.E., M.A.E., Polytechnic Institute of New York; Ph.D., University of Maryland; Professor Emeritus of Physics.
- Reynolds, Sally Jo** (1965), B.A., University of Michigan; M.S.I.S., Columbia University; Librarian Emerita.
- Riley, Anne Curtin** (1981), B.A., Nazareth College; M.S., Syracuse University; D.B.A., The George Washington University; C.P.A.; Assistant Professor Emerita of Accounting.
- Roberts, Jeanne A.** (1960), A.B., Agnes Scott College; M.A., University of Pennsylvania; Ph.D., University of Virginia; Professor Emerita of Literature.
- Rogers, Joseph R.** (1965), B.S., University of Massachusetts; M.Ed., American University; Assistant Professor Emeritus of Health and Fitness.
- Rosenberg, Marvin I.** (1965), B.S., U.S. Naval Academy; B.S., Naval Postgraduate School; M.S., Purdue University; Associate Professor Emeritus of Computer Science and Information Systems.
- Rosenblatt, Harry M.** (1974), B.S., M.A., Ph.D., The George Washington University; Professor Emeritus of Mathematics, Statistics, and Computer Science.
- Ross, Bernard H.** (1967), B.S., University of Pennsylvania; M.A., Ph.D., New York University; Professor Emeritus of Public Administration.
- Saari, David J.** (1973), B.A., J.D., University of Minnesota; Professor Emeritus of Justice, Law and Society.
- Safrit, Margaret J.** (1991), B.S., University of North Carolina at Greensboro; M.S., Ph.D., University of Wisconsin; Professor Emerita of Health and Fitness.
- Sager, Martha C.** (1955), B.S., M.S., University of Maryland; Ph.D., The Catholic University of America; Professor Emerita of Biology.
- Schillinger, John A.** (1990), B.A., Monmouth College; M.A., University of Illinois; M.A., Ph.D., University of Wisconsin; Professor Emeritus of Language and Foreign Studies.
- Schot, Steven H.** (1957), B.S., American University; M.A., Ph.D., University of Maryland; Professor Emeritus of Mathematics and Statistics.
- Schuetze, George C.** (1963), B.M., University of Wisconsin; Ph.D., New York University; Professor Emeritus of Performing Arts.
- Scott, John C.** (1957), B.S., Springfield College; A.M., Ph.D., The University of Chicago; Professor Emeritus of Sociology.
- Scribner, Phillip H.** (1970), B.A., University of Colorado; Ph.D., The Johns Hopkins University; Associate Professor Emeritus of Philosophy and Religion.
- Segal, Morley** (1967), B.A., M.A., San Francisco State University; Ph.D., Claremont Graduate School; Professor Emeritus of Public Administration.
- Segran, Romeo A.** (1967), B.S., M.S., University of Turin; Ph.D., Carnegie Institute of Technology; Professor Emeritus of Physics.
- Seigle, Jack C.** (1963), B.A., University of Michigan; M.A., University of Montana; Associate Professor Emeritus of Communication.
- Seldin, Maury** (1965), B.S., M.B.A., University of California, Los Angeles; D.B.A., Indiana University; Professor Emeritus of Finance and Real Estate.
- Siegenthaler, Jurg K.** (1974), M.A., Ph.D., University of Berne; Professor Emeritus of Sociology.
- Slonick, Burton M.** (1974), A.B., Ph.D., University of Illinois; Professor Emeritus of Psychology.
- Smolka, Richard G.** (1962), B.A., M.A., Ph.D., American University; University Professor Emeritus of Public Administration.
- Sood, James H.** (1975), B.S., The College of William and Mary; B.S., University of Illinois; M.B.A., D.B.A., The George Washington University; Professor Emeritus of International Business.
- Springer, Jr., Robert M.** (1974), B.S., U.S. Military Academy; M.A., Stanford University; D.B.A., The George Washington University; Associate Professor Emeritus of Marketing.
- Stahr, William E.** (1963), B.A., M.A., University of Maryland; Ph.D., The George Washington University; Associate Professor Emeritus of Literature.
- Striner, Herbert** (1975), B.A., M.A., Rutgers State University; Ph.D., Syracuse University; University Professor Emeritus of Finance and Real Estate.
- Strelens, Michel** (1971), B.A., St. Pierre College; M.A., St. Ignace University; Ph.D., American University; Professor Emeritus of International Service.

- Summerford, Ben L. (1950), B.A., M.A., American University; Professor Emeritus of Art.
- Sutton, Ronald E. (1973), B.A., Swarthmore College; M.Div., M.S.T., Drew University; Professor Emeritus of Communication.
- Taylor, Henry S. (1971), B.A., University of Virginia; M.A., Hollins College; Professor Emeritus of Literature.
- Thanh, Pham Chi (1976), B.Com., Ph.D., University of New South Wales; Professor Emeritus of Economics.
- Trebach, Arnold S. (1972), LL.B., JD., New England School of Law; M.A., Ph.D., Princeton University; Professor Emeritus of Justice, Law and Society.
- Van der Slice, Austin (1946), B.A., M.A., University of Kansas; Ph.D., University of Pennsylvania; Professor Emeritus of Sociology.
- Vilakazi, Absolom L. (1965), B.A., Ph.D., University of Natal; M.A., Hartford Seminary Foundation; M.A., Trinity College; Professor Emeritus of International Service and Anthropology.
- Vrenios, Elizabeth A. (1967), B.M., University of the Pacific; M.M., Northwestern University; Professor Emerita of Performing Arts.
- Walker, Milledge P. (1960), B.A., Williams College; M.A., Ph.D., University of California, Berkeley; Professor Emeritus of International Service and Government and Public Administration.
- Waterhouse, Richard V. (1963), B.A., M.A., Oxford University; Ph.D., The Catholic University of America; Professor Emeritus of Physics.
- Waters, Paul F. (1965), B.S., University of Scranton; Ph.D., Rutgers State University; Professor Emeritus of Chemistry.
- Weaver, James H. (1963), B.S., B.A., University of Arkansas; Ph.D., University of Oklahoma; Professor Emeritus of Economics.
- Weiner, Ronald L. (1972), B.A., University of Maryland; M.S.W., Howard University; D.S.W., University of Maryland; Professor Emeritus of Justice, Law and Society.
- White, Charles S. J. (1971), B.A., University of Wisconsin; M.A., University of the Americas; M.A., Ph.D., The University of Chicago; Professor Emeritus of Philosophy and Religion.
- White, John A. (1966), B.A., Oberlin College; M.S., Ph.D., Yale University; Professor Emeritus of Physics.
- Whitfield, Ralph (1961), B.A., Atlantic Christian College; M.A., University of North Carolina; Ed.D., University of Maryland; Professor Emeritus of Education.
- Wilson, Larman C. (1968), B.A., Nebraska State University; M.A., Ph.D., University of Maryland; Professor Emeritus of International Service.
- Wolfson, Lewis W. (1969), B.A., Dartmouth College; M.S., Columbia University; M.A., Harvard University; Professor Emeritus of Communication.
- Wythe, Zoe (1948), B.A., M.A., The George Washington University; Associate Professor Emerita of Language and Foreign Studies.
- Yamauchi, Joanne S. (1970), B.A., Goucher College; M.A., Columbia University; Ph.D., Northwestern University; Professor Emerita of Communication.
- Zapata, Francis E. (1959), A.B., Fordham University; M.A., Trinity College; Ph.D., The Catholic University of America; Professor Emeritus of Literature.
- Zauderer, Donald G. (1970), B.S., The Ohio State University; M.A., Kent State University; Ph.D., Indiana University; Associate Professor Emeritus of Public Administration.
- Zelle, Ann (1982), B.A., Mount Holyoke College; M.A., Pius XII Institute; Associate Professor Emerita of Communication.
- Zich, Joanne A. (1983), A.B., Washington University; M.S., Columbia University; Law Librarian Emerita.

# 2005–2006 Adjunct Faculty

*Note:* For Washington College of Law adjunct faculty, go to [www.wcl.american.edu/faculty](http://www.wcl.american.edu/faculty).

- Abbey, Jr., Robert F. (1999), B.A., B.S., M.A., University of Oregon; M.P.A., D.P.A., University of Southern California; M.S., Ph.D., Colorado State University; Adjunct Associate Professor of Public Administration and Policy.
- Adams, Christopher (2005), B.A., Iowa State University; M.A., University of New Orleans; Lecturer of Communication.
- Adams, Luanne (1995), B.A., Ph.D., The Catholic University of America; Professorial Lecturer of Education, Teaching and Health.
- Adkins, Theresa (2005), B.A., Spelman College; M.A., University of South Florida; Lecturer of Education, Teaching and Health.
- Albergo, Paul (2000), B.A., Georgetown University; M.A., Boston College; Adjunct Associate Professor of Communication.
- Alford, Deleso Washington (2005), B.S., Southern University A&M College; J.D., Southern University Law Center; LL.M., Georgetown University; Lecturer of Anthropology.
- Allen, Winston (2004), B.A., University of Sierra Leone; M.S., Ph.D., University of Pennsylvania; Professorial Lecturer of International Service.
- Allison, Linda (1991), B.S., Indiana University; M.M., University of Washington; Lecturer of Performing Arts.
- Almoualem, Badrigh (2003), B.A., University of Damascus; Lecturer of Language and Foreign Studies.
- Almukhtar, Raja (2005), B.Sc., M.Sc., Idaho State University; Ph.D., Howard University; Professorial Lecturer of Computer Science, Audio Technology and Physics.
- Alt, Sarah (2005), B.S., The Ohio State University; M.S., The Johns Hopkins University; Lecturer of Finance and Real Estate.
- Alvarez, M. Clemencia (1997), B.A., M.A., University of Maryland; Ph.D., The Catholic University of America; Professorial Lecturer of Language and Foreign Studies.
- Anderson, John James (2005), B.F.A., Iowa State University; M.F.A., American University; Lecturer of Communication.
- Andlon, Lisa (1999), B.A., American University; Lecturer of Language and Foreign Studies.
- Androuss, Zachary T. (2004), B.A., M.A., University of Montana; Lecturer of Anthropology.
- Annestein, Leslie T. (2002), B.A., Swarthmore College; J.D., University of California, Berkeley; Lecturer of Government.
- Appleby, Gordon (2003), B.A., Middlebury College; M.A., Ph.D., Stanford University; Adjunct Professor of International Service.
- Armour, Frank J. (1999), B.A., Saint Louis University; M.S., State University of New York at Binghamton; Ph.D., George Mason University; Professorial Lecturer of Management.
- Arthur, Stephanie Jan (2004), Lecturer of Education, Teaching and Health.
- Ashdown, Sheila E. (2005), B.A., The George Washington University; Lecturer of Literature.
- Askarinam, Karen R. (2004), Lecturer of Literature.
- Ata, Jorge G. (1996), B.A., M.A., M.A., George Mason University; Lecturer of Language and Foreign Studies.
- Aubourg, Rene (2005), M.P.A., M.S., Ph.D., Indiana University; Professorial Lecturer of Public Administration and Policy.
- Audello, Elizabeth (2005), B.A., University of North Carolina; Lecturer of Language and Foreign Studies.
- Augustine, Stephen (2004), B.S., George Mason University; M.S., National University; M.S., American University; Lecturer of Computer Science, Audio Technology, and Physics.
- Auten, Janet G. (1991), B.A., University of Michigan; M.A., University of Missouri; M.A., Ph.D., Bowling Green State University; Professorial Lecturer of Literature.
- Avery, Cheryl L. (2003), B.S., District of Columbia Teachers College; Lecturer of Education, Teaching and Health.
- Awad, Mubarak E. (1992), B.A., Bluffton College; M.S., St. Francis College; Ph.D., International Graduate School, St. Louis; Professorial Lecturer of International Service.
- Badowski, Grazyna (2003), B.S., M.A., Ph.D., Wayne State University; Lecturer of Mathematics and Statistics.
- Baird, Dana Michele (2005), B.S., Radford University; Lecturer of Education, Teaching and Health.
- Baldwin, Legrande (2006), B.A., M.A., Federal City College; Lecturer of Education, Teaching and Health.
- Ball, John Christopher (2005), B.S., Cumberland College; M.S., Ph.D., University of Kentucky; Professorial Lecturer of Chemistry.
- Ballance, Tiffany S. (2006), B.A., University of North Carolina; M.A.T., American University; Lecturer of Language and Foreign Studies.
- Bangura, Abdul K. (1999), B.A., M.A., American University; Ph.D., Howard University; Ph.D., Georgetown University; Ph.D., University of Maryland, Baltimore County; Scholar-in-Residence of International Service.
- Barabanshchikova, Olga (2006), Ph.D., Kiev National Language Institute; Professorial Lecturer of Language and Foreign Studies.
- Balci-Wagner, Alessia (2005), M.A., University of Palermo; Lecturer of Language and Foreign Studies.
- Bard, Gregory V. (2005), B.Sc., Rensselaer Polytechnic Institute; M.Sc., University of Maryland; Lecturer of Computer Science, Audio Technology and Physics.
- Barnes, Jodi (2005), B.A., University of South Carolina; Lecturer of Anthropology.
- Barr, Robin (1997), B.A., Yale University; M.A., Ph.D., Harvard University; Linguist-in-Residence of Language and Foreign Studies.
- Bass, Jacqueline (2001), B.A., Baylor University; M.A., American University; Professorial Lecturer of International Service.
- Baumgarten, Jonathan (2000), B.M., New School of Music, Philadelphia; M.M., The Juilliard School; Musician-in-Residence.
- Bayer, Joshua (2002), B.M., M.M., Cleveland State University; D.M.A., University of Maryland; Professorial Lecturer of Performing Arts.
- Beck, Tobin (2005), B.A., University of Nebraska; Lecturer of Communication.
- Beecher, Eileen B. (2003), B.A., Washington University; M.A., American University; Lecturer of Education, Teaching and Health.
- Beer, Jenny E. (1997), B.A., Earlham College; M.I.A., School for International Training; Ph.D., University of California, Berkeley; Professorial Lecturer of International Service.
- Bell, Kianda K. (2002), B.A., University of California Davis; Lecturer of Sociology.
- Bennett, Matthew E. (2005), B.A., J.D., University of Maryland; Lecturer of Justice, Law and Society.
- Bergel, Mark (1994), B.A., Northwestern University; M.S., Ph.D., American University; Lecturer of Education, Teaching and Health.
- Berner, Leila Gal (1999), B.A., Hebrew University; M.A., Ph.D., University of California, Los Angeles; Adjunct Associate Professor of Philosophy and Religion.
- Bernstein, Barbara (2005), B.F.A., Rhode Island School of Design; M.A., M.F.A., University of New Mexico; Professorial Lecturer of Art.
- Bernstein, Lisa (2005), B.A., Simmons College; M.A., American University; Lecturer of Education, Teaching and Health.
- Beyoglu, Kamel A. (2004), B.A., San Diego State University; M.A., Tufts University; Ph.D., University of California, Berkeley; Adjunct Associate Professor of Government.
- Bhalla, Jennifer (2006), B.S., Rutgers State University; M.A., Smith College; Lecturer of Education, Teaching and Health.

- Bidol-Padva, Patricia (2003), B.A., M.A., Ph.D., University of Michigan; Adjunct Professor of Public Administration and Policy.
- Biel, Rene (1999), B.A., The Ohio State University; M.A., American University; Lecturer of Literature.
- Black, Daniel L. (2005), B.S., South Carolina State University; M.B.A., University of South Carolina; Lecturer of Accounting.
- Black, Michael D. (2005), B.S., Rose-Hulman Institute of Technology; M.S., University of Maryland; Lecturer of Computer Science, Audio Technology and Physics.
- Blackman, Robin S. (2005), B.S., University of Hartford; M.S., The Johns Hopkins University; Lecturer of Education, Teaching and Health.
- Blandin, Nanette M. (2005), B.A., University of California; M.P.A., University of Southern California; Lecturer of Public Administration and Policy.
- Blair, William M. (2006) B.A., Lehigh University; J.D., The University of Chicago; Professorial Lecturer of Justice, Law and Society.
- Bogar, Thomas A. (2005), B.A., M.A., University of Maryland; Ph.D., Louisiana State University; Professorial Lecturer of Education, Teaching and Health.
- Bogle, Gary (2005), B.A., University of California; M.A., University of Illinois; M.S., Marymount University; Lecturer of Information Technology.
- Bolling-May, Joan (2000), B.A., Emory and Henry College; M.M., University of Maryland; Professorial Lecturer of Performing Arts.
- Booker, T. Hoy (1994), B.S., University of Notre Dame; Ph.D., American University; Professorial Lecturer of Mathematics and Statistics.
- Bota, Adrian (2005), M.F.A., Temple University; Lecturer of Communication.
- Bowles, Doug (2002), B.A., Roanoke College; M.M., The Catholic University of America; Professorial Lecturer of Performing Arts.
- Boyer, Melissa (2004), M.A., The Pennsylvania State University; Lecturer of Literature.
- Brady, Brock (2000), B.A., Reed College; B.A., M.A., Portland State University; Lecturer of Language and Foreign Studies.
- Brannon, Kyle A. (2002), B.A., The Pennsylvania State University; Professorial Lecturer of Communication.
- Bravo-Cubillan, Maria Jose (2005), M.A., University of Cadiz; Lecturer of Language and Foreign Studies.
- Brazzel, John M. (1995), B.A., B.B.A., Texas A&M University; M.S., American University; Ph.D., Tulane University; Professorial Lecturer of Public Administration and Policy.
- Brewer, Sarah E. (2000), B.A., Eckerd College; Professorial Lecturer of Government.
- Brockman, Joshua (2006), B.A., Amherst College; M.S., Columbia University; Lecturer of Communication.
- Bullen, Mary Jane (2001), B.S., University of Houston; M.S.O.D., American University; Lecturer of Public Administration and Policy.
- Bulmus, Birsen (2004), B.A., Hacettepe University; M.A., Bilkent University; M.A., State University of Binghamton; Lecturer of Language and Foreign Studies.
- Bunnell, Thomas (1999), B.A., University of Oregon; M.F.A., American University; Professorial Lecturer of Art.
- Burghardt, Jody Z. (2005), B.S., Taylor University; Lecturer of Language and Foreign Studies.
- Burke, Bridget (2005), B.A., University of Illinois; Ed.M., Harvard University; Ph.D., The Pennsylvania State University; Professorial Lecturer of Education, Teaching and Health.
- Burton, Tanja (2006), M.A., Ph.D., State University of New York; Professorial Lecturer of Language and Foreign Studies.
- Busse, Gregory D. (2003), B.A., Tulane University; M.A., American University; Psychologist-in-Residence.
- Buyukshain, Bahattin (2000), B.A., Ankara University; M.A., Ph.D., American University; Professorial Lecturer of Mathematics and Statistics.
- Cacedo, Claudia (2005), B.A., University of Massachusetts; M.A., Instituto Cervantes; Lecturer of Language and Foreign Studies.
- Caltagirone, Lorenzo (2002), B.S., Drexel University; M.A., New York University; Lecturer of Language and Foreign Studies.
- Cameron, Scott (2003), B.M.E., Indiana University; M.M., University of Maryland; Lecturer of Performing Arts.
- Cannon-Brown, Sandra J. (2003), B.A., American University; Professorial Lecturer of Communication.
- Carberry, Michael (2005), B.S., Manhattan College; M.B.A., Columbia University; Adjunct Professor of Marketing.
- Carey, Daniel M. (2004), B.S., University of Kentucky; M.S., Georgia State University; Lecturer of Accounting.
- Carlborg, Sonja D. (2003), B.A., Knox College; M.F.A., Northwestern University; Professorial Lecturer of Performing Arts.
- Carmichael, Aurora M. (2005), B.A., University of California; M.B.A., American University; Lecturer of International Business.
- Carnes, Michelle M. (2003), B.A., Purdue University; M.A., Roosevelt University; Lecturer of Anthropology.
- Carr-Hawkins, Rebecca (2004), B.A., Hollins College; Ph.D., Bryn Mawr College; Scholar-in-Residence of Philosophy and Religion.
- Cash, Steven (2006), A.B., Vassar College; J.D., Yale University; Professorial Lecturer of Government.
- Castelli, Alexander F. (2005), B.S., Washington and Lee University; Lecturer of Accounting.
- Cavella, Christina (2005), B.A., Arcadia University; M.A., American University; Lecturer of Language and Foreign Studies.
- Chang, Hsiujane (1997), B.A., Fu-jen University; M.A., Soochow University; Lecturer of Language and Foreign Studies.
- Charon, Marc (2005), B.B.A., Emory University; M.B.A.; Villanova University; Professorial Lecturer of Public Administration and Policy.
- Chatterjee, Usasi (1981), B.A., M.A., University of Kent, Canterbury; Ph.D., McGill University; Professorial Lecturer of Language and Foreign Studies.
- Chen, Alice (2006), B.S., University of California, Berkeley; Ph.D., University of San Diego; Professorial Lecturer of Biology.
- Chernishenko, Olena (2005), B.A., Beloit College; M.A., Princeton University; Lecturer of Language and Foreign Studies.
- Clark, Marc D. (2006), B.S., Kettering University; M.S., Howard University; Ph.D., American University; Health Educator-in-Residence of Education, Teaching and Health.
- Clements, Joseph H. (1999), B.S., M.S., Ph.D., University of Maryland, Baltimore County; Professorial Lecturer of Mathematics and Statistics.
- Clonan, Mary K. (2001), B.S., Nazareth College of Rochester; M.F.A., Syracuse University; Professorial Lecturer of Art.
- Cohen, Barbara (2003), B.S., University of Maryland College Park; M.S., American University; Lecturer of Education, Teaching and Health.
- Cohen, Lynn Carol (2003), B.A., M.A., University of Pittsburgh; Professorial Lecturer of Education, Teaching and Health.
- Colbert, Billy (2004), B.S., Frostburg State University; M.F.A., University of Delaware; Professorial Lecturer of Art.
- Connely Jr., Robert B. (2000), B.A., Colgate University; M.F.A., American University; Professorial Lecturer of Communication.
- Copson, Raymond W. (2000), B.A., Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.
- Corlett, Jessica L. (2005), B.A., Tufts University; M.A., American University; Lecturer of International Service.
- Creighton, Julia B. (2005), B.S., Fashion Institute of Technology; M.B.A., American University; Lecturer of Accounting and Taxation.
- Crewson, Philip E. (1994), B.S., M.P.A., Indiana University; Ph.D., American University; Adjunct Associate Professor of Public Administration and Policy.
- Crocker, John P. (2005), B.A., Columbia College; M.S., The Ohio State University; Lecturer of Education, Teaching and Health.
- Dahlem, Karen (2006), B.A., Furman University; M.S., American University; Lecturer of Public Administration and Policy.
- Dargan, Kyle G. (2005), B.A., University of Virginia; M.F.A., Indiana University; Poetry Writer-in-Residence of Literature.
- Dariani, Fatema E. (2002), B.A., American University; J.D., Washington College of Law of American University; Lecturer of Literature.

- Davidson, D. Kirk** (2005), B.A., Princeton University; M.B.A., Harvard University; Ph.D., Golden Gate University; Professorial Lecturer of Management.
- Davis, Anselm G.** (2006), B.S., University of New Mexico; M.A., Northern Arizona University; Ed.D., The Pennsylvania State University; Lecturer of Government.
- Davis, Stephen H.** (1995), B.A., Lincoln University; M.B.A., American University; J.D., The George Washington University; Professorial Lecturer of International Business.
- Davison, Elizabeth** (2006), A.B., Dartmouth College; M.A., University of Sydney; Lecturer of Communication.
- De Allende, Veronica** (2004), Licenciatura, Universidad de las Americas Puebla; M.A., Ph.D., The Ohio State University; Professorial Lecturer of Finance.
- Deeb, Marius K.** (1997), B.A., M.A., American University, Lebanon; Ph.D., Oxford University; Adjunct Professor of International Service.
- De Ferranti, Margot E.** (2005), B.A., Harvard University; M.A., Yale University; J.D., Loyola University; Lecturer of Education, Teaching and Health.
- Del Mar, Anthony** (2000), B.S., M.S., Polytechnic Institute of Brooklyn; Lecturer of Finance and Real Estate.
- Deluca, Mario J.** (2005), B.S., Northeastern University; J.D., Suffolk University; LL.M., Boston University; Lecturer of Accounting and Taxation.
- Demirkiran, Elvan** (2002), B.A., Dokuz Eylul University; Lecturer of Education, Teaching and Health.
- Dennis, Gary L.** (2005), B.A., Arkansas Tech University; M.A., M.S., Ph.D., University of Louisville; Adjunct Associate Professor of Justice, Law and Society.
- Derbi, Mohamed** (2003), B.A., Garyounis University; M.A., University of Colorado; Lecturer of Language and Foreign Studies.
- De Santis, Alessandra Guinaud** (2004), B.A., Seton Hall University; M.B.A., Rutgers State University; Lecturer of Language and Foreign Studies.
- Devito, Mark** (2005), B.A., Canisius College; Lecturer of Communication.
- DiBella, Roberto** (2003), B.A., Hartwick College; J.D., Pepperdine University; Lecturer of Justice, Law and Society.
- Dickins, James C.** (2003) B.S., M.S., The University of the District of Columbia; Lecturer of Mathematics and Statistics.
- Docherty, Bonnie** (2005), B.A., J.D., Harvard University; Professorial Lecturer of International Service.
- DIGiovanni, Karen** (2002) B.A., University of Massachusetts; M.S., Simmons Graduate School; Professorial Lecturer of Education, Teaching and Health.
- Dombrowski, Jill J.** (2004), B.S., Georgetown University; M.S., American University; M.S., The Catholic University of America; Lecturer of Education, Teaching and Health.
- Donaldson, Scott** (1998), B.S., U.S. Naval Academy; M.S., University of Southern California; Professorial Lecturer of Information Technology.
- Dorworth, David** (2004), A.B., West Virginia University; M.S., Marshall University; Lecturer of Justice, Law and Society.
- Dowdy, Calentha Sandra** (2005), B.A., Temple University; University of Pennsylvania; Lecturer of Anthropology.
- Dowell, Pat** (1998), B.A., Rice University; Adjunct Associate Professor of Communication.
- Downey-Vanover, Jeanne** (1991), B.A., West Chester State College; M.A., Ph.D., University of Maryland; Professorial Lecturer of Language and Foreign Studies.
- Doyle, Bridget E.** (2005), B.A., Baldwin Wallace College; M.Ed., John Carroll University; Lecturer of Education, Teaching and Health.
- Doyle, Hope** (2000), B.A., Rutgers State University; M.A., Ph.D., The University of Texas at Austin; Professorial Lecturer of Language and Foreign Studies.
- Doyle, James M.** (1999), B.A., State University of New York; Lecturer of Marketing.
- Dugas, Dawn M.** (2006), B.A., University of Wisconsin - Madison; Lecturer of Education, Teaching and Health.
- Dundas, Katherine** (2003), B.S., Keene State College; M.A., University of Massachusetts, Boston; Lecturer of Education, Teaching and Health.
- Dwelle, Bashir M.** (1999), B.A., Bethlehem University; M.A., Ph.D., American University; Lecturer of Mathematics and Statistics.
- Eckel, William** (1997), B.S., The George Washington University; M.S., American University; M.S., American University; Lecturer of Biology.
- Eckhardt, Robert B.** (2005), B.A., American University; Lecturer of Art.
- Ederheimer, Joshua A.** (1998), B.A., American University; M.S., The Johns Hopkins University; Professorial Lecturer of Justice, Law, and Society.
- Edmonds, Lucia** (1988), B.S., City College of New York; M.S.W., Columbia University; Ph.D., Massachusetts Institute of Technology; Lecturer of Public Administration and Policy.
- Eldridge, Joseph T.** (1997), B.A., Tennessee Wesleyan College; M.A., Southern Methodist University; M.A., American University; Lecturer of International Services.
- Elkorm, Josiane** (2003) B.A., University of Lyon; M.A., University of Paris, Sorbonne; Lecturer of Language and Foreign Studies.
- Elving, Ronald D.** (1997), B.A., Stanford College; M.A., The University of Chicago; M.J., University of California, Berkeley; Adjunct Professor of Communication.
- Engozog Mba, Leopold** (2005), M.A., Omar Bongo University; Lecturer of Economics.
- Erickson, Kristine** (2003), B.S., George Mason University; M.A., Ph.D., American University; Professorial Lecturer of Psychology.
- Ernst, Kelly Michelle** (2003), B.A., University of North Texas; Lecturer of Anthropology.
- Espada, Lynda** (2004), B.A., North Carolina State University; Lecturer of Education, Teaching and Health.
- Evans, Timothy Q.** (2006), B.A., Harvard University; M.P.A., Princeton University; J.D., Cornell University; Lecturer of Government.
- Everett, Jeffrey S.** (2005), B.A., American University; M.A., School of Visual Arts; Lecturer of Art.
- Fahed, Charbel T.** (2002), B.S.E.E., University of the District of Columbia; M.S.E.E., George Mason University; Lecturer of Computer Science, Audio Technology and Physics.
- Farasy, Thomas** (2002), B.S.B.A., St. Louis University; Lecturer of Finance and Real Estate.
- Faria, Jose** (2005), B.S., Universidad Catolica Andres Bello Caracas; M.S., Ph.D., University of Maryland; Professorial Lecturer of Information Technology.
- Fateh, Hosseini** (1995), B.B.A., Isfahan University; M.S., The George Washington University; Ph.D., George Mason University; Professorial Lecturer of Mathematics and Statistics.
- Fawcett, Caroline S.** (1998), B.A., University of New Mexico; M.A., American University; Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.
- Fernandez, Juan** (2005), B.S., Universidad Nacional Autonoma de Mexico; B.A., California State University, Fresno; M.A., The Johns Hopkins University; Lecturer of Communication.
- Finland, Glen W.** (2005), A.B.J., The University of Georgia; Lecturer of Literature.
- Finn, Jeffrey A.** (1983), B.A., University of Michigan; M.A., American University; Adjunct Associate Professor of Communication.
- Florino, Daniel** (1996), B.A., Youngstown State University; M.A., Ph.D., The Johns Hopkins University; Adjunct Professor of Government.
- Fiorito, Jeffrey M.** (2005), B.S., Campbell University; M.S., American University; Lecturer of International Service.
- Fishel, John T.** (1999), A.B., Dartmouth College; M.A., Ph.D., Indiana University; Adjunct Professor of International Service.
- Fishel, Sharon** (1992), B.F.A., University of Hartford; M.F.A., City University of New York; M.A., New York University; Adjunct Associate Professor of Art.

- Fitch, Bradford (1995), B.A., The Johns Hopkins University; M.A., American University; Adjunct Associate Professor of Communication.
- Flatley, Allison (2000), B.S., M.S., Miami University; Lecturer of Education, Teaching and Health.
- Fleming, Lauren E. (2005) B.S., The George Washington University; Lecturer of Philosophy and Religion.
- Flewelling, Kathryn Murray (2006), M.S.O.D., American University; Lecturer of Public Administration and Policy.
- Folsom, George A. (2006), B.A., American University; M.A., University of South Carolina; Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.
- Fonollosa, Marta (2005), B.A., Universitat de Barcelona; M.A., Universitat Autònoma de Barcelona; Lecturer of Language and Foreign Studies.
- Ford, Alan Miller (1990), B.A., Swarthmore College; M.S., American University; Lecturer of Computer Science, Audio Technology and Physics.
- Foster, Stephanie (2005), B.A., University of California; M.R.P., Cornell University; J.D., University of Pennsylvania. Professorial Lecturer of Government.
- Fox, Alan K. (2005), B.S., Georgetown University; M.A., Ph.D., University of Michigan; Professorial Lecturer of Economics.
- Fox, James (2005), B.S., University of Maryland; Lecturer of Education, Teaching and Health.
- Francis Joyce L. (1993), B.S., Kansas State University; M.A., School for International Training; World Learning; Ph.D., American University; Lecturer of International Service.
- Freedman, Jamie K. (2003), B.S., University of Maryland; M.A., Western Maryland College; Lecturer of Education, Teaching and Health.
- Frengel, Elizabeth A. (2005), B.A., Millersville University; M.A., American University; Lecturer of Literature.
- Fucito, Lisa M. (2005), B.A., Boston College; Lecturer of Psychology.
- Fyock, Jack (2004), B.A., Randolph-Macon College; M.A., Ph.D., University of Maryland; Professorial Lecturer of Public Administration and Policy.
- Gage, David (1997), B.A., University of Wisconsin; Ph.D., The Catholic University of America; Adjunct Professor of Marketing.
- Gajdosik, Jennifer R. (1998), B.A., American University; M.S., American University; Lecturer of Justice, Law and Society.
- Ganek, Lynne Brenner (2003), B.S., M.Ed., University of Pittsburgh; Lecturer of Education, Teaching and Health.
- Garber, Charles (1999), B.A., Harvard University; M.A., M.F.A., University of Iowa; Distinguished Adjunct Professor in Residence of Literature.
- Garcia, Eloy B. (1990), B.S., M.A., Georgetown University; Economist-in-Residence.
- Garrett, Richard S. (2003), B.A., M.P.A., Ph.D., American University; Professorial Lecturer of Government.
- Garthoff, Douglas F. (2000), B.A., Princeton University; Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.
- Gauthier, Ashley (2002), B.A., University of Massachusetts; J.D., Pepperdine University; Professorial Lecturer of Communication.
- Getty, Matthew J. (2000), B.A., Gettysburg College; Lecturer of Literature.
- Getz, Noah (2003), B.M., Oberlin Conservatory; M.M., Manhattan School of Music; D.M., Florida State University; Professorial Lecturer of Performing Arts.
- Gibbons, Michael J. (2001), B.A., Williams College; Ph.D., The Fielding Institute; Professorial Lecturer of Sociology.
- Gidley Larson, Jennifer Claire (2004), B.S., Humboldt State University; Lecturer of Psychology.
- Girovski, Edward L. (2006), B.A., New Jersey City University; M.A., American University; Lecturer of Public Administration and Policy.
- Goehrke, Steven J. (2004), B.A., American University; Lecturer of International Service.
- Goldberg, Carol (1998), B.A., University of Maryland; Professorial Lecturer of Art.
- Goldhammer, Marilyn (2004), B.A., M.A., The George Washington University; Lecturer of Education, Teaching and Health.
- Gorenman, Yulya (1997), B.Mus., St. Petersburg Conservatory of Music; M.Mus., San Francisco Conservatory of Music; Musician in Residence.
- Graybill, Donald (2001), B.A., College of Wooster; M.Ed., Ed.D., University of Massachusetts; Professorial Lecturer of Sociology.
- Grayson, Sam (2005), B.A., M.A., Baltimore Hebrew University; Lecturer of Language and Foreign Studies.
- Greenberg, Joshua M. (2006), B.A., The Johns Hopkins University; M.A., Ph.D., Cornell University; Professorial Lecturer of History.
- Greene, Nicole Denise (2005), B.A., M.A., American University; Professorial Lecturer of Government.
- Graig, Barbara J. (1990), M.Ed., University of Maryland; Ph.D., American University; Adjunct Professor of Public Administration and Policy.
- Griffin, Patrick (1997), B.S., St Peter's College; M.S., Ph.D., University of Wisconsin Milwaukee; Professorial Lecturer of Government.
- Grims, Eric (2006), B.A., The Pennsylvania State University; Lecturer of Performing Arts.
- Grissom, Tammye (2006), A.S., Daytona Beach Community College; B.S., University of Florida; M.S., Florida State University; Lecturer of Communication.
- Grossinger, Harvey (1990), B.A., New York University; M.A., Indiana University; M.F.A., American University; Professorial Lecturer of Literature.
- Groves, Joseph W. (2001), B.A., Georgia Institute of Technology; M.Div., Louisville Presbyterian Theological Seminary; M.Phil., Ph.D., Yale University; Adjunct Professor of International Service.
- Guernsey, Katherine (2005), B.S., J.D., Ohio Northern University; Professorial Lecturer of International Service.
- Guibert, Mary C. (2005), B.A., Purdue University; M.A., American University; Lecturer of Language and Foreign Studies.
- Gulino, Allegra (2003), B.A., University of Virginia at Wise; Lecturer of Education, Teaching and Health.
- Gumbrewicz, Jennifer C. (2001), B.A., B.A., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Justice, Law and Society.
- Gurel, Ozge (2005), B.A., Bogazici University; M.S., Villanova University; Lecturer of Psychology.
- Gurney, Rebecca M. (2003), B.A., American University; M.A., Tyler School of Art; Professorial Lecturer of Art.
- Gutenberg, Susan B. (2005), B.A., University of California; M.A., The University of Chicago; M.A., American University; Lecturer of Communication.
- Gutfeld, Rose (1998), B.A., Cornell University; Lecturer of Communication.
- Hafez, Zakir (2005), LL.B., M.C.L., The International Islamic University of Malaysia; LL.M., S.J.D., The George Washington University; Professorial Lecturer of International Service.
- Haldeman, Katherine L. (1997), B.A., The George Washington University; M. Health Ed., George Mason University; Lecturer of Education, Teaching and Health.
- Hallward, Maia Carter (2006), B.A., University of Richmond; Lecturer of International Service.
- Hannant, Anne Marie (2004), B.S., University of Dayton; Lecturer of Language and Foreign Studies.
- Haner, Lee (2006), B.F.A., California College of Arts and Crafts; M.F.A., Maryland Institute College of Art; Adjunct Associate Professor of Art.
- Hansch, Steve (2003), B.A., Stanford University; M.P.H., Boston University; Professorial Lecturer of International Service.
- Harding, Carolyn (2004), B.A., Sweet Briar College; M.A., Middlebury College; Lecturer of Language and Foreign Studies.
- Harshe, Shelley G (2000), B.A., California State University; Lecturer of Language and Foreign Studies.
- Hartman, Virginia S. (1993), B.S., Northwestern University; M.F.A., American University; Lecturer of Literature.

- Harwood, William L.** (2005), B.A., University of North Dakota; M.A., Ph.D., University of Illinois; Professorial Lecturer of International Service.
- Hathout, Yetrib** (2006), B.S., M.S., Ph.D., University of Burgundy; Professorial Lecturer of Chemistry.
- Havlicek, Franklin J.** (1999), B.A., M.A., J.D., Columbia University; Scholar in Residence of International Service.
- Healy, Robert** (2002), B.A., The Pennsylvania State University; M.A., Ph.D., University of Pittsburgh; Professorial Lecturer of Government.
- Hecox, Douglas** (2001), B.A., University of Wyoming; M.P.A., University of Southern California; Professorial Lecturer of Communication.
- Heil, Michael** (2001), B.A., M.A., Mansfield University of Pennsylvania; Ph.D., Kansas State University; Psychologist in Residence.
- Hein-Dunne, Marlene** (2003), B.A., University of California, Berkeley; M.A., Columbia University; Lecturer of Literature.
- Helfert, David Low** (2005), M.A., American University; Professorial Lecturer of Communication.
- Henry, Dugny** (1995), B.A., Oberlin College; M.S., Bank Street College of Education; Lecturer of Education, Teaching and Health.
- Henry, Eric B.** (2005), B.A., Brown University; J.D., New York University; Scholar-in-Residence of International Service.
- Henson, Pamela M.** (2005), B.A., M.A., The George Washington University; Ph.D., University of Maryland; Historian-in-Residence.
- Herrmann, Matthew H.** (2006), B.A., M.P.A., American University; Lecturer of Government.
- Hinely, Jamie** (2001), B.S., Salisbury State University; M.Div., Westminster Theological Seminary; Lecturer of Marketing.
- Hines, Sara** (1990), B.A., Connecticut College for Women; M.A., The Catholic University of America; M.Ed., American University; Lecturer of Education, Teaching and Health.
- Hinman, Jeffrey R.** (2005), B.A., M.Ed., University of Florida; Professorial Lecturer of Communication.
- Hobbs, Loretta** (2000), B.A., Howard University; M.S.O.D., American University; Lecturer of Public Administration and Policy.
- Holder, Kristin D.** (2005), B.A., University of Washington; M.F.A., American University; Professorial Lecturer Art.
- Holland, Max** (2005), B.A., Antioch College; Lecturer of International Service.
- Hollerbach, John** (2004), B.A., M.B.A., Iona College; Professorial Lecturer of Management.
- Hollinshead, Barbara M.** (2002), B.A., University of Virginia; B.S., Norfolk State University; Professorial Lecturer of Public Administration and Policy.
- Holtz, Margaret B.** (1991), B.S., George Mason University; M.A., American University; Professorial Lecturer of Communication.
- Hooley, Mark A.** (2005), B.S., University of Maryland; Lecturer of Accounting.
- Horn, Nancy** (1996), B.A., University of California, Berkeley; M.A., University of California, Los Angeles; Ph.D., Michigan State University; Professorial Lecturer of International Service.
- Horton, Clyde** (2005), B.S., Norfolk State University; Lecturer of Public Administration and Policy.
- Hunt, Deborah** (2004), B.S., Greensboro College; M.S., Virginia Polytechnic Institute and State University; Lecturer of International Service.
- Hunt, Gregory A.** (1999), B.A., University of Miami; M.S., American University; Lecturer of Government.
- Huthison, Paul** (2006), B.A., Cornell College; M.S., University of Wisconsin; Physician-in-Residence.
- Huther, Bradford R.** (2004), B.A., University of Miami, Coral Gables; M.A., American University; Adjunct Professor of Public Administration and Policy.
- Iskandar, Adel** (2006), B.Sc., Dalhousie University; M.A., Purdue University Calumet; Lecturer of International Service.
- Issi, Dominick** (2000), B.S., University of Oregon; M.A., Pepperdine University; Professorial Lecturer of Management.
- Jalali, Behzad** (1994), B.S., M.A., American University; Lecturer of Mathematics and Statistics.
- Jalinos, Mady** (2005), B.A., American University; M.A., Ph.D., University of Colorado; Professorial Lecturer of Information Technology.
- Jassal, Smita Tewari** (2005), B.A., M.A., Delhi University; Ph.D., University of Delhi; Professorial Lecturer of International Service.
- Jeffries, Francis M.** (1997), B.A., American University; M.A., The Catholic University of America; M.L.S., Georgetown University; Professorial Lecturer of International Service.
- Jennings, Jay T.** (2005), B.A., Houghton College; M.A., American University; Lecturer of Government.
- Jensen, Benjamin Mark** (2006), B.A., University of Wisconsin - Madison; Lecturer of International Service.
- Jerinic, Katarina** (2004), B.A., American University; M.A., School of Visual Arts; Lecturer of Communication.
- Johnson, David A.** (2006), B.A., Indiana University; M.A., Texas A&M University; Lecturer of Communication.
- Johnson, Maurice** (2006), B.A., University of Kentucky; Lecturer of Performing Arts.
- Johnson, Tendai** (2006), B.F.A., M.F.A., The University of Georgia; Professorial Lecturer of Art.
- Joiner, Teresa Degriffenreidt** (2002), B.A., Howard University; M.A., The George Washington University; Lecturer of Education, Teaching and Health.
- Jones, Brenda B.** (1997), B.A., College of Notre Dame of Maryland; M.S., The Johns Hopkins University; Lecturer of Public Administration and Policy.
- Jones, Byron A.** (2005), B.A., University of North Carolina; M.A., University of Massachusetts; M.M., University of Maryland; D.M.A., Shenandoah University; Professorial Lecturer of Performing Arts.
- Jones, James** (1997), B.A., University of Illinois; M.S., University of Miami; M.P.A., University of Southern California; Professorial Lecturer of Justice, Law and Society.
- Jones, Kenneth D.** (2005), B.S., Knoxville College; M.S., Federal City College; D.Ed., Virginia Polytechnic Institute and State University; Professorial Lecturer of Education, Teaching and Health.
- Jones, Melvina** (2005), B.S., Howard University; M.A., Bowie State University; Lecturer of Education, Teaching and Health.
- Jones, Timothy** (2004), B.A., Salisbury State University; M.F.A., University of Memphis; Professorial Lecturer of Performing Arts.
- Jones, Vernon A.** (2005), B.S., M.A., University of the District of Columbia; Lecturer of Education, Teaching and Health.
- Joseph, Lennox E.** (1995), B.A., University of West Indies; Ph.D., Case Western Reserve University; Professorial Lecturer of Public Administration and Policy.
- Kabes, Marianne** (2001), B.S., Georgetown University; M.A., The George Washington University; Lecturer of Education, Teaching and Health.
- Kagan, Kimberly** (2006), B.A., Ph.D., Yale University; M.A., University of Virginia; Professorial Lecturer of History.
- Kane, N. Stephen** (1998), B.A., M.A., Temple University; Ph.D., University of Colorado at Boulder; Adjunct Professor of Government.
- Kaplan, Elaine** (2004), B.A., State University of New York; J.D., Georgetown University; Lecturer of Public Administration and Policy.
- Kaplan, Lester** (1999), B.A., Southampton College; M.S.W., Hunter College; Adjunct Professor of Justice, Law and Society.
- Kasten, Bonnie R.** (1996), B.F.A., University of South Dakota; Lecturer of Public Administration and Policy.
- Katish, John R.** (1998), B.S., University of Maryland; M.B.A., New York University; Executive in Residence of Finance and Real Estate.
- Keefe, Joan F.** (1974), B.A., Smith College; M.A., Georgetown University; M.A., University of Massachusetts; Lecturer of Language and Foreign Studies.
- Keey, Richard** (2005), B.A., LaSalle College; M.G.A., University of Pennsylvania; Adjunct Associate Professor of Public Administration and Policy.
- Keison, Jerrold** (2001), B.A., Clark University; M.A., University of Massachusetts; Professorial Lecturer of Public Administration and Policy.

- Kelly, Elizabeth G.** (2004), B.A., University of Maryland; M.A., American University; Lecturer of Education, Teaching and Health.
- Kemper, Bob** (2005), B.A., Juniata College; Lecturer of Communication.
- Kent, Livia J.** (2005), B.A., Macalester College; M.A., American University; Lecturer of Literature.
- Khaduri, Justine F.** (2005), B.A., Franklin and Marshall College; M.A., Columbia University; Lecturer of Education, Teaching and Health.
- Khelseau-Carsky, Rebecca** (2005), B.A., Princeton University; Ph.D., Cornell University; Professorial Lecturer of Language and Foreign Studies.
- Kim, Pan S.** (2005), Ph.D., American University; Adjunct Professor of Public Administration and Policy.
- Kimble, Bruce A.** (1989), B.A., M.A., University of Virginia; J.D., The College of William and Mary; Adjunct Associate Professor of Justice, Law and Society.
- King, John** (1996), B.A., M.A., Ph.D., University of North Texas; Professorial Lecturer of International Service.
- Kingsbury, Nancy** (2001), B.A., University of Miami; M.A., Ph.D., The Johns Hopkins University; Adjunct Professor of Public Administration and Policy.
- Kivrak, Osman** (1987), M.M., D.M.A., The Catholic University of America; Musician in Residence.
- Kleinbord, Deborah Binderman** (2004), B.A., Tulane University; M.A., American University; M.A., The George Washington University; Lecturer of Education, Teaching and Health.
- Knudson, Pamela Harrison** (1998), B.A., Brigham Young University; M.A., American University; Lecturer of Education, Teaching and Health.
- Kochan-Anderson, Catherine** (2003), A.A., Art Institute of Philadelphia; Lecture of Art.
- Kolesa, Paul M.** (2001), B.A., University of Rochester; M.B.A., The George Washington University; Lecturer of International Business.
- Kopfstein Penk, Alicia** (1997), B.M., M.A., American University; Professorial Lecturer of Performing Arts.
- Kotelnicki, Michael G.** (2001), B.S., Slippery Rock University; M.S., Indiana University of Pennsylvania; Lecturer of Education, Teaching and Health.
- Kothari, Eric** (2003), B.A., Capital University; M.A., D.M., The University of Chicago; Psychologist in Residence.
- Kraemer, Joseph S.** (1998), B.S., Georgetown University; M.B.A., The George Washington University; M.A., Ph.D., University of Michigan; Adjunct Associate Professor of Management.
- Kronk, Elizabeth** (2005), B.S., Cornell University; J.D., University of Michigan; Professorial Lecturer of Government.
- Kumar, Mukesh** (2006), B.Sc., Delhi University; M.Sc., National Dairy Research Institute; Ph.D., Delhi University; Professorial Lecturer of Biology.
- Kumar, Pallavi Darmati** (2001), B.A., B.A., American University; Professorial Lecturer of Communication.
- Kupferer, Anne** (2003), B.A., M.A., The University of Virginia; Ph.D., The Fielding Institute; Professorial Lecturer of Education, Teaching and Health.
- LaMacchia, Linda** (2005), B.A., Swarthmore College; M.A., University of Michigan; M.A., Ph.D., University of Wisconsin; Professorial Lecturer of Philosophy and Religion.
- Lahmeyer, William** (2004), B.S., United States Naval Academy; M.A., Naval Postgraduate School; Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.
- Lange, Andrea** (1989), B.A., Mount Holyoke College; M.S., Ph.D., American University; Professorial Lecturer of Justice, Law and Society.
- Lapidus, Robert** (1993), B.A., M.S., Ohio University; M.S., American University; Lecturer of Communication.
- Lasso, Kathryn Ann** (2002), B.A., Miami University; M.S., Tulane University; M.A., American University; Lecturer of Language and Foreign Studies.
- Lawrence, Christine C.** (1993), B.A., Chaminade College; M.A., Georgetown University; M.A., American University; Journalist-in-Residence of Communication.
- Lawrenson, William Henry** (2004), B.A., San Jose State University; Lecturer of Literature.
- Lazar, Teri** (1997), B.M., M.M., D.M.A., The Catholic University of America; Musician in Residence.
- Lebaron, Michelle** (1998), B.A., Chapman University; LL.B., University of British Columbia; M.A., Simon Fraser University; Adjunct Associate Professor of International Service.
- Lee, James R.** (1991), B.A., University of California, Riverside; M.A., San Francisco State University; Ph.D., American University; Professorial Lecturer of International Service.
- Lehrman, Robert** (1998), B.A., Tufts University; M.A., University of Iowa; Adjunct Associate Professor of Communication.
- Leki, Ray** (2002), B.S., Southern Illinois University; Professorial Lecturer of International Service.
- Lemberg, Jeff** (2005), B.A., University of Bridgeport; M.A., Boston University; Lecturer of Communication.
- Lenhart, Amanda** (2005), B.A., Amherst College; M.A., Georgetown University; Lecturer of Communication.
- Leonard, H. Skipton** (2003), B.A., Middlebury College; Ph.D., New York University; Adjunct Associate Professor of Public Administration and Policy.
- Leventhal, Sean** (2006), B.S., Cornell University; Lecturer of Computer Science, Audio Technology and Physics.
- Levin, Kathi** (2005), B.S., University of Delaware; M.A., University of Wisconsin; Adjunct Professor of Performing Arts.
- Leving, Yuri** (2005), B.A., M.A., Ph.D., The Hebrew University of Jerusalem; Professorial Lecturer of Language and Foreign Studies.
- Liebowitz, Alexander** (2006), A.B., Columbia University; M.A., Cornell University; Professorial Lecturer of International Service.
- Lightman, David** (1984), B.A., M.A., University of Maryland; Adjunct Associate Professor of Communication.
- Lipkowitz, Kenneth** (2005), B.S., State University of New York at Geneseo; Ph.D., Montana State University; Adjunct Professor of Chemistry.
- Little, Douglas A.** (1997), B.S., Mount Saint Mary's College; M.A., Ph.D., The Catholic University of America; Professorial Lecturer of Economics.
- Littman, Drew** (2005), B.A., Brandeis University; J.D., University of Pennsylvania; Lecturer of Government.
- Logan, L. Joseph** (2005), B.S., University of Maryland; M.S.O.D., American University; Lecturer of Public Administration and Policy.
- London, Michael B.** (2004), B.A., University of Michigan; Ph.D., Case Western Reserve University; Professorial Lecturer of Public Administration and Policy.
- Longo, Tracey** (2005), B.A., Central Connecticut State University; Lecturer of Communication.
- Lopez, Shannon Bittner** (2003), B.A., College of Notre Dame; M.A., American University; Professorial Lecturer of Communication.
- Lord, Janet** (1996), B.A., Kenyon College; LL.M., The George Washington University; Professorial Lecturer of International Service.
- Lott, Kathleen Devon** (2002), B.A., University of Carolina at Wilmington; Lecturer of Education, Teaching and Health.
- Loventhal, Pat** (2005), B.S., The Ohio State University; M.B.A., Fairleigh Dickinson University; Lecturer of Communication.
- Lowrey, William** (2005), B.S., University of Southern Mississippi; M.Div., Reformed Theological Seminary; D.Min., McCormick Theological Seminary; Ph.D., The Union Institute; Professorial Lecturer of International Service.
- Lucan, Alice N.** (2005), A.B., Randolph-Macon Women's College; J.D., Cleveland State University; Professorial Lecturer of Communication.
- Lucas, Aaron J.** (2004), B.S., American University; M.A., University of the District of Columbia; Lecturer of Justice, Law and Society.
- Luckett, Jonathan** (2004), B.S., Cornell University; M.S., The Johns Hopkins University; Lecturer of International Service.
- Lukacs, Yehuda** (1993), B.A., M.A., Ph.D., American University; Adjunct Associate Professor of International Service.

- Lynch, Stephanie S. (2006), B.S., University of Virginia; M.A., University of North Carolina at Chapel Hill; Lecturer of Education, Teaching, and Health.
- Lyons, Robert R. (2003), B.S.B.A., University of Florida; M.S., American University; Adjunct Associate Professor of Accounting.
- MacDougall, Robert D. (2005), B.A., Williams College; M.A., Tufts University; Lecturer of Literature.
- MacLennan, Alexander J. (2005), B.A., University of Maryland; Lecturer of Literature.
- Made, Timothy (2005), B.A., Temple University; Lecturer of Art.
- Malsoud, Clovis (1991), B.A., American University; LL.B., M.A., J.D., The George Washington University; Ph.D., New England College; Adjunct Professor of International Service.
- Malek, Abbas (1986), A.A., College of Statistics and Informatics; B.A., Tehran University; M.A., College of Cinema and Television; Ph.D., American University; Adjunct Professor of International Service.
- Malone, Patrick S. (2001), B.S., Southwest Texas State University; M.S., Trinity University; Ph.D., American University; Professional Lecturer of Public Administration and Policy.
- Manalo, Isabel (2000), B.A., University of Wisconsin - Madison; B.F.A., Art Institute of Chicago; M.F.A., Yale University; Professorial Lecturer of Art.
- Maniatis, Lydia M. (2005), B.S., University of Massachusetts; M.S., University of Crete; Lecturer of Psychology.
- Manson, Michael (1993), B.A., Rice University; M.A., Ph.D., University of Virginia; Professorial Lecturer of Literature.
- Marin-Dale, Margarita B. (2000), B.A., J.D., The George Washington University; Professorial Lecturer of Language and Foreign Studies.
- Markenson, Steven (2005), B.A., University of Pittsburgh; Lecturer of Marketing.
- Markus, Donald (2005), B.A., University of Bridgeport; Lecturer of Communication.
- Marzullo, Michelle A. (2005), B.A., Connecticut State University; M.A., San Francisco State University; Lecturer of Anthropology.
- Mason, Katrina (1998), B.A., Smith College; M.A., University of Pennsylvania; Lecturer of Literature.
- Mastrangolo-Joyce, Christa (2005), B.S., Towson University; M.F.A., Antioch University; Lecturer of Literature.
- Mathur, Subodh C. (2006), B.A., M.A., Delhi University; Ph.D., Massachusetts Institute of Technology; Professorial Lecturer of Economics.
- Matison, Jacqueline M. (2006), B.S., American University; Lecturer of Education, Technology and Health.
- Mayuga, Stacy S. (2005), B.A., Hood College; M.A., American University; Lecturer of Communication.
- Mazzucca, Timothy M. (2005), B.A., American University; Lecturer of Communication.
- McBride, LaVarr W. (2002), B.S., Weber State University; M.S.S., Utah State University; Lecturer of Justice, Law and Society.
- McCann, Jeanne L. (2001), B.S., Boston University; M.A., American University; M.S.W., The Catholic University of America; Professorial Lecturer Communication.
- McCarthy, Colman (1999), B.S., Spring Hill College; Adjunct Professor of International Service.
- McClure, Helen R. (2001), B.A., Barnard College; Lecturer of International Service.
- McNally, Naomi (2002), J.D., Tel Aviv University; Lecturer of Language and Foreign Studies.
- McNevin, Matthew A. (2003), B.S., Kutztown University; M.F.A., American University; Professorial Lecturer of Communication.
- McQuillan, Larry (2005), B.A., St. Bonaventure University; M.A., State University of New York; Lecturer of Communication.
- Mehra, Sasha (2006), B.A., The Johns Hopkins University; J.D., Washington College of Law of American University; Professorial Lecturer of International Service.
- Mennella Gattinoni, Federica (2006), B.A., Catholic University, Milan; M.A., The Catholic University of America; Lecturer of Language and Foreign Studies.
- Merz, Albert H. (1972), B.M., Eastman School of Music; M.M., The Catholic University of America; Adjunct Associate Professor of Performing Arts.
- Metelko, Alan R. (2001), B.S., United States Military Academy; M.S., Troy State University; Ph.D., American University; Professorial Lecturer of Public Administration and Policy.
- Mew, Lionel (2006), B.S., U.S. Naval Academy; M.S., The George Washington University; Lecturer of Information Technology.
- Micheaux, Pamela A. (2005), B.A., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Justice, Law and Society.
- Midklin, Michael (2006), B.A., Western Washington State College; M.A., Michigan State University; Ph.D., The University of Texas; Professorial Lecturer of Communication.
- Midkiff, Charles (1977), B.S., M.S., M.S., The George Washington University; Adjunct Professor of Justice, Law and Society.
- Miller, Leroy L. (1984), B.A., Washington State University; Ph.D., University of Bonn; Professorial Lecturer of International Service.
- Miller, Milton L. (1995), B.S., U.S. Military Academy; M.S.B.A., Boston University; M.S., The Pennsylvania State University; Professorial Lecturer of Management.
- Mink, Allan L. (2006), B.S., Massachusetts Institute of Technology; M.S., M.B.A., Carnegie Mellon University; Lecturer of Information Technology.
- Minich, Donna K. (2006), B.A., University of South Florida; M.A., Clark Atlanta University; Lecturer of Communication.
- Mische, Pat (2005), B.A., College of Saint Benedict; M.A., Ph.D., Teachers College Columbia University; Distinguished Scholar-in-Residence of International Service.
- Modarres Hakimi, Hossein (1993), B.S., M.S., American University; Lecturer of Mathematics and Statistics.
- Moosbrucker, Jane (2002), B.A., Adelphi University; Ph.D., Harvard University; Professorial Lecturer of Public Administration and Policy.
- Morabito, Andrew (2005), B.A., M.S., American University; Lecturer of Justice, Law and Society.
- Morabito, Melissa (2004), B.A. University of Pennsylvania; M.S., Columbia University; Lecturer of Justice, Law and Society.
- Morales, Isidro Moreno (2005), B.A., El Colegio de Mexico; D.E.A., Ph.D., Institut d'Etudes Politiques de Paris; Visiting Professor of International Service.
- Morris, James McGrath (2005), B.A., American University; M.E., The George Washington University; Lecturer of Education, Teaching and Health.
- Morris, Patricia T. (2000), B.A., Jacksonville University; M.A., Bowling Green State University; Ph.D., Florida State University; Professorial Lecturer of International Service.
- Mostowfi, Farima S. (2003), B.A., University of Tehran; M.A., University of Lille III; Lecturer of Language and Foreign Studies.
- Moutraji, Raslan (2004), B.A., Arab Beirut University; M.A., American University of Caro; Lecturer of Language and Foreign Studies.
- Musgrove, Mildred A. (2006), B.S., District of Columbia Teachers College; M.A., Trinity College; Ed.D., The George Washington University; Professorial Lecturer of Education, Teaching and Health.
- Musil, Robert (1997), B.A., Yale University; M.A., Ph.D., Northwestern University; Adjunct Professor of International Service.
- Mustmar, Faisal T. (2004), M.A., Ed.D., The George Washington University; Professorial Lecturer of Language and Foreign Studies.
- Myhr, Niklas (2001), M.S., University of Linkoping; University of Virginia; Professorial Lecturer of Marketing.
- Nachmias, Nitza (2005), M.A., Ph.D., City University of New York; Professorial Lecturer of International Service.
- Nader, Frederiek P. (2004), A.B., Ed.M., Boston University; Lecturer of Public Administration and Policy.

- Nagarajan, Geetha (2002), B.Sc., M.Sc., Tamil Naud Agricultural University; Ph.D., The Ohio State University; Professorial Lecturer of International Service.
- Nalbandian, Jacques (2001), B.A., Brigham Young University; B.S., Southern Utah State University; M.A., University of Minnesota; Lecturer of Language and Foreign Studies.
- Nambiar, Kannan P. (1997), B.A., City University of New York - Bronx; M.A., Ph.D., State University of New York at Stony Brook; Professorial Lecturer of Anthropology.
- Napolitano, Jeffrey (2006), B.A., Bowdoin College; M.A., Ph.D., Boston College; Professorial Lecturer of Psychology.
- Naser, Elsa Tuha (2005), B.S., Addis Ababa University; M.S., University of Alberta; Lecturer of Mathematics and Statistics.
- Nazzaro Blake, Stephanie (2003), B.A., Syracuse University; M.A., Georgetown University; Lecturer of Communication.
- Nelson, Anna Kasten (1986), B.A., M.A., University of Oklahoma; Ph.D., The George Washington University; Distinguished Historian-in-Residence.
- Neumann, Dorothy (2005), B.A., St John's University; M.F.A., The George Washington University; Lecturer of Education, Teaching and Health.
- Newburg, Thomas (2004), B.A., Lawrence University; M.S., Columbia University; Lecturer of Literature.
- Nguyen Portella, Amy T. (2005), B.A., University of Virginia; M.A., American University; Lecturer of Psychology.
- Nice, Thomas (2005), B.A., M.B.A., Tulane University; M.Sc., Georgetown University; Lecturer of Accounting and Taxation.
- Nicholson, Simon James (2003), B.S., M.L., University of Waikato; Lecturer of International Service.
- Nix, Michael E. (2005), B.A., Depauw University; M.A., The George Washington University; Lecturer of Government.
- Noonan, Julie A.C. (1994), M.A., M.B.A., Ph.D., The University of Chicago; Professorial Lecturer of Public Administration and Policy.
- Norkane, Adam W. (2005), B.S., Washington State University; Lecturer of Education, Teaching and Health.
- Norris, Deborah O. (1980), B.A., Colorado College; M.A., Ph.D., American University; Scientist in Residence of Psychology.
- Novotny, Erie (2004), B.A., Colorado State University; M.A., Ph.D., Georgetown University; Adjunct Professor of International Service.
- Noyes, Andrew N. (2006), B.A., M.A., American University; Lecturer of Communication.
- Oakes, Kristina (2006), B.A., University of New Hampshire; M.A., Boston College; Lecturer of Literature.
- O'Brien, Sean Thomas (2006), B.S., American University; Lecturer of Education, Teaching and Health.
- Oca-Rojo, Maria (2005), B.A., University of Santiago De Compostela; Lecturer of Language and Foreign Studies.
- O'Dell, Kathleen Brooke (2006), B.A., Bloomberg University; M.A., Lehigh University; Lecturer of Education, Teaching and Health.
- Offenbach, Jacqueline (2005), B.A., Florida International University; M.A., American University; Lecturer of Communication.
- Offenbaecker, Beth (1998), B.S., State University of New York at Brockport; M.A., American University; Professorial Lecturer of Communication.
- O'Leary, Carol (1995), B.A., M.A., Ph.D., University of Pennsylvania; Lecturer of International Service.
- Oleszek, Walter (1975), B.S., State University of New York; M.A., Michigan State University; Ph.D., State University of New York; Adjunct Professor of Government.
- O'Neil, Deborah A. (2005), B.A., University of Rhode Island; M.S., American University; Ph.D., Case Western Reserve University; Professorial Lecturer of Public Administration and Policy.
- Ortiz, Roberto (2005), B.A., Universidad del Sagrado Corazon; M.A., Ph.D., Tulane University; Professorial Lecturer of Language and Foreign Studies.
- Ostapkovich, Kathleen C. (2006), B.S., Rutgers State University; Lecturer of Education, Teaching and Health.
- Ostby, Ronne A. (2004), B.S., University of Mary; M.A., American University; Professorial Lecturer of Communication.
- Ott, Janelle M. (2006), B.A., Baldwin-Wallace College; M.A., American University; Professorial Lecture of Performing Arts.
- Owen-Duffy, Janette (2004), B.S., University of Wisconsin; M.Ed., Marymount University; Lecturer of Education, Teaching and Health.
- Owens, Meg (2004), B.M., University of North Carolina; M.M., Manhattan School of Music; Professorial Lecturer of Performing Arts.
- Pacitti, Aaron N. (2002), B.A., Case Western Reserve University; Lecturer of Economics.
- Palmer, Jason (2003), B.A., Lee University; M.P.A., University of Tennessee at Chattanooga; Ph.D., The Ohio State University; Professorial Lecturer of Public Administration and Policy.
- Parham, Patricia (2006), B.A., Smith College; Ph.D., The University of Texas at Austin; Adjunct Associate Professor of Public Administration and Policy.
- Pascal, Emilia (1999), B.A., University of Wisconsin-Madison; Lecturer of Language and Foreign Studies.
- Pathak, Madan (2002), B.A., M.A., Tribhuvan University; Ph.D., University of Hawaii; Professorial Lecturer of Mathematics and Statistics.
- Patrick, Krishni (2006), B.S., Ursinus College; M.A., Old Dominion University; M.A., American University; Lecturer of Education, Teaching and Health.
- Paturea, George (2005), M.A., University of Bucharest; Ph.D., University of Paris IV; Professorial Lecturer of Language and Foreign Studies.
- Peltier, Rivka (2001), B.A., Hebrew University; Lecturer of Language and Foreign Studies.
- Pereoco, James A. (2005), B.S., Temple University; M.A., Western Michigan University; History Educator-in-Residence.
- Perdue, Charles W. (1988), B.A., The College of William and Mary; M.A., George Mason University; Ph.D., University of Virginia; Professorial Lecturer of Finance and Real Estate.
- Perez, Roberto (2001), B.A., Florida State University; M.Ed., Ph.D., The University of Texas at Austin; Professorial Lecturer of Education, Teaching and Health.
- Perito, Robert (2003), B.A., University of Denver; M.A., George Mason University; Diplomat in Residence of International Service.
- Perri, Lynne (2006), B.A., University of South Carolina; M.A., Northwestern University; Professorial Lecturer of Communication.
- Persad, Amanda Shasty (2006), B.A., B.S., M.S.P.H., Ph.D., University of South Florida; Professorial Lecturer of Biology.
- Peters, Beverly (1999), B.A., M.A., California State University, Sacramento; Ph.D., University of Pittsburgh; Adjunct Professor of International Service.
- Peterson, D. Hamilton (1998), B.A., J.D., Georgetown University; LL.M., Temple University; Professorial Lecturer of Justice, Law and Society.
- Petrisko, Nancy E. (1998), B.A., The Ohio State University; M.A., University of California, Santa Barbara; Lecturer of Public Administration and Policy.
- Plaice, Steve (1996), B.A., American University; Lecturer of Communication.
- Picarelli, John Thomas (2003), B.A., University of Delaware; M.A., University of Pittsburgh; Lecturer of International Service.
- Pierce, Steven D. (1993), B.A., M.P.A., University of Utah; Lecturer of International Services.
- Pine, Art (2006), B.S., M.A., University of Missouri; Lecturer of Communication.
- Pleiter, Saul (1993), B.A., City College of New York; Ph.D., State University of New York; Adjunct Professor of Economics.
- Poe, Marshall T. (2005), B.A., Grinnell College; M.A., Ph.D., University of California, Berkeley; Distinguished Historian-in-Residence of History.
- Porzecanski, Arturo C. (2005), B.A., Whittier College; M.A., Ph.D., University of Pittsburgh; Scholar of International Finance of International Service.
- Prah, Pamela M. (2001), B.A., Ohio University; M.A., The Johns Hopkins University; Professorial Lecturer of Communication

- Punk, J. Scott (2006), B.S., M.S., Virginia Commonwealth University; Lecturer of Communication.
- Pusca, Anca M. (2005), B.A., Towson University; M.A., American University; Lecturer of International Service.
- Quadrat, Maryam (2006), B.S., University of Phoenix; M.A., California State University, Long Beach; Lecturer of Government.
- Quainton, Anthony (2003), A.B., Princeton University; B.Litt., Oxford University; Distinguished Diplomat in Residence of International Service.
- Quast, Shelby (2003), B.A., University of Oregon; J.D., The Catholic University of America; Professorial Lecturer of International Service.
- Rabinovitz, Brian E. (2006), B.A., B.A., University of Maryland; M.A., Lecturer of Psychology.
- Rafaj, Maria (2005), B.A., DePaul University; M.A., American University; Lecturer of Economics.
- Rangoussi, Frank G. (1998), B.A., High Point University; J.D., Nova Southeastern University; Professorial Lecturer of Justice, Law and Society.
- Ransom, Rainey (1991), B.G.S., M.S., American University; J.D., The Catholic University of America; Ph.D., American University; Adjunct Associate Professor of Justice, Law and Society.
- Rasmussen, Jennifer R. (2006), B.A., University of Rochester; J.D., Washington College of Law of American University; Professorial Lecturer of International Service.
- Rasmussen, John A. (2006), B.A., Whitman College; M.A., M.A., M.F.A., Ph.D., American University; Adjunct Associate Professor of Art.
- Reagan, Timothy J. (1994), B.A., State University of New York; M.A., American University; Professorial Lecturer of Performing Arts.
- Reaud, Beatrice A. (2006), B.A., Boston College; M.P.A., Baruch College; Lecturer of Public Administration and Policy.
- Reed, Frank C. (1997), Lecturer of Education, Teaching and Health.
- Reid, Inez S. (1989), B.A., Tufts University; M.A., University of California, Los Angeles; J.D., Yale University; Ph.D., Columbia University; Adjunct Professor of Government.
- Reid, Jacqueline N. (2006), B.A., Howard University; Lecturer of Anthropology.
- Renfield, Michelle (2004), B.A., Harvard University; Lecturer of Education, Teaching and Health.
- Repp, Barbara (2000), B.A., Hunter College; M.S., State University of New York at Buffalo; Lecturer of Education, Teaching and Health.
- Rhodes, Charles C. (2006), B.S., University of Maryland; Lecturer of Communication.
- Richter, Robert (2001), B.A., M.S., American University; Professorial Lecturer of Mathematics and Statistics.
- Riddell, Jason (2005), B.S., State University of New York College; M.S., University of South Carolina; Lecturer of Education, Teaching and Health.
- Rigby, Ronald (2001), B.A., Brigham Young University; M.S., University of Utah; Ph.D., University of Minnesota; Adjunct Professor of Public Administration and Policy.
- Rios, Daisy (2006), B.A., Stockton State College; M.S., University of Pennsylvania; Ph.D., Temple University; Professorial Lecturer of Public Administration and Policy.
- Rizzi, Antoinette J. (1980), B.A., American University; J.D., The George Washington University; Lecturer of Mathematics and Statistics.
- Robbins, Susan L. (1998), B.A., Marymount College; M.Ed., Western Maryland College; Lecturer of Education, Teaching and Health.
- Rockymoore, Maya (2005), B.A., Prairie View A&M University; M.A., Ph.D., Purdue University; Professorial Lecturer of Government.
- Rockman, Mark J. (2005), B.S., Massachusetts Institute of Technology; M.A., University of Maryland; Ph.D., The George Washington University; Professorial Lecturer of Mathematics and Statistics.
- Rodgers, Thomas Lee (2006), B.A., California State University; M.S., Colorado State University; Ph.D., University of Arizona; Professorial Lecturer of Information Technology.
- Rodriguez, Janine (1999), B.S., Bridgewater State College; Lecturer of Education, Teaching and Health.
- Rooney, Catherine Eileen (2006), B.A., University of Virginia; M.A., American University; Lecturer of Language and Foreign Studies.
- Rose, Mary Ellen (2003), B.A., B.S., Southern Methodist University; M.S., Baylor University; Lecturer of Education, Teaching and Health.
- Rosen, Lindy (1997), Credential, Hornsby Learning Center, Logopædics, University of Cape Town; Professorial Lecturer of Education, Teaching and Health.
- Rosenblatt, Alan J. (2001), B.A., Tufts University; M.A., Boston College; Ph.D., American University; Professorial Lecturer of Communication.
- Rosenthal, Irving (2002), B.A., City University of New York; M.P.A., Cornell University; Ph.D., American University; Professorial Lecturer of International Service.
- Rossi, Michael (2005), B.M., M.M., Manhattan School of Music; Professorial Lecturer of Performing Arts.
- Rowell, David (2005), B.A., University of North Carolina; Lecturer of Literature.
- Royal, Cathy (1995), B.A., M.A., Wayne State University; Ph.D., The Fielding Institute; Adjunct Associate Professor of Public Administration and Policy.
- Rubin, Gillian N. (2005), B.A., American University; M.A., Emerson College; Lecturer of Communication.
- Russo, Robert (2002), B.A., Rider College; M.F.A., Savannah College of Art and Design; Professorial Lecturer of Communication.
- Rustamova, Zava (2005), B.A., Moscow Teachers' Training University, University of Missouri; Lecturer of Language and Foreign Studies.
- Ruttan, Lora B. (2005), B.A., Randolph-Macon Woman's College; Lecturer of Performing Arts.
- Ryjik, Alexandre (1995), B.A., George Mason University; Lecturer of Education, Teaching and Health.
- Sachs, Nancy (2005), B.A., M.A., Case Western Reserve University; M.A., The University of Chicago; Lecturer of Literature.
- Sadowsky, Mitchell (2006), B.A., M.S., Ball State University; Lecturer of Education, Teaching and Health.
- Sakaji, Ibrahim Hassan (2000), B.A., Islamic University; M.A., St. Joseph University; Ph.D., Zaytoona University; Scholar in Residence of Language and Foreign Studies.
- Sand, Leah L. (2005), B.A., Macalester College; Lecturer of Language and Foreign Studies.
- Sands, Christopher (2005), B.A., Macalester College; M.A., Ph.D., The Johns Hopkins University; Professorial Lecturer of Government.
- Santiago-Blay, Jorge A. (2005), B.S., M.S., University of Puerto Rico; M.A., Ph.D., University of California, Berkeley; Adjunct Associate Professor of Biology.
- Sasaki, Fumiko (2006), B.A., M.A., Aoyama Gakuin University; M.A., Ph.D., The Johns Hopkins University; Professorial Lecturer of International Service.
- Savranskaya, Svetlana (2001), B.A., Moscow State University; Ph.D., Emory University; Professorial Lecturer of International Service.
- Schaeffer, Marc A. (1990), B.A., The University of Texas at Austin; Ph.D., Uniformed Services University of the Health Sciences; Researcher in Residence of Education, Teaching and Health.
- Schafft, Gretchen (1998), B.A., Antioch College; M.A., American University; M.H.S., The Johns Hopkins University; Ph.D., The Catholic University of America; Applied Anthropologist-in-Residence of Anthropology.
- Schwietz, Christine (2004), B.A., The George Washington University; M.A., American University; Lecturer of Communication.
- Schlesinger, Scott B. (1999), B.A., Park College; M.B.A., Golden Gate University; Lecturer of Information Technology.
- Schneider, Abigail M. (2004), B.A., Miami University; M.A., The Johns Hopkins University; Lecturer of Education, Teaching and Health.
- Schnure, Eric L. (2006), B.A., Hobart College; M.S., The London School of Economics and Political Science; Lecturer of Communication.
- Schoener, Brad (2005), B.S., Muskingum College; M.S., The Johns Hopkins University; M.A., Ph.D., The Fielding Institute; Professorial Lecturer of Public Administration and Policy.
- Schultz, Heidi (1998), B.A., University of Toronto; M.A., American University; Lecturer of Performing Arts.

- Scroggins, Sterling (1988), B.M., Colorado State University; M.M., University of Colorado; M.A., American University; D.M.A., University of Maryland; Adjunct Associate Professor of Performing Arts.
- Seashore, Charles (1992), B.A., M.A., University of Colorado; Ph.D., University of Michigan; Adjunct Professor of Public Administration and Policy.
- Seashore, Edith (1996), B.A., Antioch College; M.A., Columbia University; Adjunct Professor of Public Administration and Policy.
- Seng, Phillip (2006), B.A., Nebraska Wesleyan University; M.A., Ph.D., Southern Illinois University; Lecturer of Philosophy and Religion.
- Seng, Yvonne J. (1999), B.S., Virginia Polytechnic Institute and State University; M.S., University of Wisconsin; Ph.D., The University of Chicago; Professorial Lecturer of International Service.
- Seym, Simone (2005), B.A., University of Karlsruhe; D.E.A., University of Sorbonne; Ph.D., University of Freiburg; Professorial Lecturer of Language and Foreign Studies.
- Shanley, Samantha Susan (2003), B.A., Middlebury College; Lecturer of Literature.
- Shao, Tiffany (2005), B.A., University of Maryland; M.A., American University; Lecturer of Language and Foreign Studies.
- Shapiro, Carl (1995), B.A., The College of William and Mary; M.A., Ph.D., George Mason University; Adjunct Associate Professor of Public Administration and Policy.
- Sharara, Norma M. (2003), B.A., American University; J.D., University of Maryland; Lecturer of Accounting.
- Sharon, Adam (2004), B.A., McGill University; M.A., The Johns Hopkins University; Lecturer of International Service.
- Sherman, Mark (1993), B.A., The George Washington University; J.D., University of Miami; LL.M., Georgetown University; Professorial Lecturer of Government.
- Shields, William P. (2000), B.A., M.A., American University; Lecturer of Government.
- Shin, Hye Young (2004), B.A., M.A., Hankuk University of Foreign Studies; Lecturer of Language and Foreign Studies.
- Shiloji, Lani (2004), B.M., Baylor University; M.M., Northwestern University; Professorial Lecturer of Performing Arts.
- Shora, Karem (2005), B.S., Marshall University; LL.M., Washington College of Law of American University; J.D., West Virginia University; Professorial Lecturer of International Service.
- Shorb, John (2000), B.S., The Johns Hopkins University; M.S., University of Pennsylvania; Lecturer of Public Administration and Policy.
- Shosky, John E. (1987), B.A., Colorado College; M.A., University of Wyoming; Ph.D., American University; Professorial Lecturer of Philosophy and Religion.
- Shrier, Adam (2000), B.S., Columbia University; J.D., Fordham University; D.Eng., Yale University; S.M., Massachusetts Institute of Technology; Adjunct Associate Professor of International Business.
- Siegel, Michael E. (1978), B.A., American University; M.A., Ph.D., Tufts University; Adjunct Professor of Government.
- Silby, Caroline (2001), B.A., Syracuse University; M.Ed., Ph.D., University of Virginia; Professorial Lecturer of Education, Teaching and Health.
- Silverstein, Cathy (1998), B.A., University of California, Santa Cruz; M.A., Columbia University; Professorial Lecturer of International Service.
- Simon, Eve (2002), B.A., University of Pennsylvania; M.F.A., Brandeis University; Professorial Lecturer of Communication.
- Simone, Fera N. (1998), B.A., M.A., Ph.D., University of Colorado; Adjunct Associate Professor of International Service.
- Simons, Rachel C. (1997), University of Illinois at Urbana-Champaign; Ph.D., University of Maryland; Professorial Lecturer of Art.
- Sislen, Lee M. (1998), B.A., Tulane University; J.D., University of New Mexico; Professorial Lecturer of Justice, Law and Society.
- Sledge, Sylystra C. (1999), B.S., M.A., Hampton University; Gospel Choir Conductor in Residence.
- Smith, Ayanna (2005), B.A., Clark Atlanta University; Lecturer of Education, Teaching and Health.
- Smith, Gregg (2005), B.A., University of Maryland; Professorial Lecturer of Communication.
- Smith, Johnnie (1993), B.S., M.B.A., The George Washington University; Lecturer of Public Administration and Policy.
- Smith, William Brice (2005), B.A., University of Virginia; M.A., American University; Lecturer of Communication.
- Smith, Zeporia (2004), B.A., Ohio Wesleyan University; M.A., The George Washington University; Lecturer of Language and Foreign Studies.
- Sneed, Kwelli (2005), B.S., Florida A&M University; M.B.A., DeVry University; Lecturer of Education, Teaching and Health.
- Snider, Nancy Jo (1996), B.M., The Catholic University of America; Musician in Residence.
- Soong, Paul X. (2000), M.Ed., Shanghai Physical Education Institute; M.D., Shanghai Second Medical College; Ph.D., University of Maryland; Professorial Lecturer of Education, Teaching and Health.
- Sorenson, John C. (2002), B.A., American University; M.F.A., Columbia College; Professorial Lecturer of Communication.
- Spaulding, Jeff (2006), B.A., Central Michigan University; M.F.A., The Pennsylvania State University; Adjunct Professor of Art.
- Stadter, Michael (1994), B.A., University of Maryland; M.A., Ph.D., American University; Clinical Psychologist in Residence.
- Stadter, Holly (2005), B.S., James Madison University; Lecturer of Communication.
- Starn, James H. (2004), B.A., The Pennsylvania State University; B.A., M.A., University of South Florida; Scholar-in-Residence of Philosophy and Religion.
- Stansbury, Ann C. (2000), B.A., Saint Mary's College; J.D., The George Washington University; Professorial Lecturer of Government.
- Steinbaum, Jason B. (2003), B.A., University of Virginia; M.A., American University; J.D., Washington College of Law of American University; Professorial Lecturer of Government.
- Stevens, Sherri (2004), B.S., University of Maryland; M.S., Trinity College; Lecturer of Education.
- Stewart, Kathleen M. (2005), M.S., University of Maryland; Lecturer of Communication.
- Stewart, Susan (2003), B.A., Brown University; M.A., Lesley College/Studley Hill; Lecturer of Education.
- Strauss, Lauren (1995), B.A., Brandeis University; M.A., Yale University; Ph.D., The Jewish Theological Seminary of America; Professorial Lecturer of Philosophy and Religion.
- Suarez-Mier, Manuel (2006), B.A., National University of Mexico; M.A., Ph.D., The University of Chicago; Adjunct Professor of International Service.
- Suter, Erik (1998), B.M., Oberlin College; M.M., Yale University; Lecturer of Performing Arts.
- Swibel, Matthew T. (2005), B.A., American University; M.B.A., University of Maryland; Lecturer of Journalism.
- Takakusaki, Yuko (1996), B.A., International Christian University, Tokyo; M.A., Louisiana State University; Lecturer of Language and Foreign Studies.
- Tamagna, Jane (1990), B.A., M.A., University of Maryland; Adjunct Professor of Public Administration and Policy.
- Tarason, Stephen P. (2005), B.A., M.Ed., University of Maryland; Ph.D., The Union Institute; Professorial Lecturer of Education, Teaching and Health.
- Tate, James Jr. (2005), B.S., Northern Illinois University; M.S., University of Pacific; Ph.D., University of Nebraska; Adjunct Professor of Biology.
- Taub, Deborah A. (2000), B.A., Ithaca College; M.S., Syracuse University; Lecturer of Anthropology.
- Taube, David M. (2000), B.S., Towson University; M.S., American University; Lecturer of Finance and Real Estate.
- Taylor, Karen A. (2001), B.A., Georgetown University; M.A. Monterey Institute of International Studies; Lecturer of Language and Foreign Studies.
- Tegene, Abebayehu (1993), B.S., Addis Ababa University; M.S., Ph.D., Iowa State University; Adjunct Associate Professor of Economics.

- Telenko, Shannon J. (2004), B.S., Robert Morris University; M.Ed., Peabody College at Vanderbilt University; Lecturer of International Service.
- Terradellas, Jaime (2004), B.A., University of Barcelona; Lecturer of Language and Foreign Studies.
- Thaler, Paul (1999), A.B., Vassar College; J.D., Georgetown University; Professorial Lecturer of Management.
- Thomas, Alison B. (2005), B.A., Cornell University; Lecturer of Literature.
- Thomas, William (2001), B.A., The Catholic University of America; M.A., University of Maryland; Lecturer of Public Administration and Policy.
- Thompson, Mary C. (1992), B.S., Wilson Teachers College, M.Ed., University of Maryland; Urban Educator in Residence of Education, Teaching and Health.
- Tillman, Robert (2005), B.A., The George Washington University; M.A., M.F.A., University of Iowa; Printmaker-in-Residence of Art.
- Titus, Timothy P. (2000), B.A., American University; J.D., The George Washington University; Professorial Lecturer of Government.
- Tovares, Alla V. (2005), B.A., Minsk State Linguistic University; M.A., University of North Dakota; Ph.D., Georgetown University; Professorial Lecturer of Language and Foreign Studies.
- Trent, Lillie (2003), B.A., College of Wooster; M.A., Middlebury College; Lecturer of Language and Foreign Studies.
- Tsereteli, Mamuka G. (2002), M.A., Tbilisi State University; M.S., University of Maryland University College; Ph.D., Academy of Sciences of the USSR; Professorial Lecturer of International Service.
- Tucker, Laurie (2002), B.A., M.S., American University; Lecturer of Education, Teaching and Health.
- Tudge, Christopher Colin (1999), B.S., M.S., Ph.D., The University of Queensland; Adjunct-in-Residence of Biology.
- Tutunji, Muhammed Jenab (2005), B.A., Franklin and Marshall College; M.A., American University of Beirut; Ph.D., The George Washington University; Professorial Lecturer of International Service.
- Ukata, Patrick Obeten (1990), B.A., M.A., Roosevelt University; Ph.D., American University; Professorial Lecturer of International Service.
- Valencia, Manuel A. (1999), B.A., American University; Professorial Lecturer of Communication.
- Van Hoose, Matthew A. (2005), B.M., Oberlin College and Conservatory of Music; M.M., Indiana University; Accompanist-in-Residence of Performing Arts.
- Van Kirk, Seth W. (2005), B.F.A., Wright State University; Lecturer of Art.
- Veliz-Gilbert, Paige (2003), B.A., University of Arizona; Lecturer of Education, Teaching and Health.
- Viteri, Maria Amelia (2005), B.A. The Catholic University of America; M.A., Latin American School of Social Studies; Lecturer of Language and Foreign Studies.
- Voigt, Joan A. (2001), B.A., University of Maryland; M.Sc., The George Washington University; Professorial Lecturer of Communication.
- Wagner, Ruth S. (2006), B.A., University of North Carolina; M.S., American University; Ph.D., Fielding Graduate University; Professorial Lecturer of Public Administration and Policy.
- Waldman, Mark S. (1982), B.A., M.A., Ph.D., University of Florida; Professorial Lecturer of Finance.
- Warner, Michael (2006), B.A., University of Maryland; M.A., University of Wisconsin; Ph.D., The University of Chicago; Adjunct Professor of International Service.
- Weaver, Albert (2000), B.A., University of California, Santa Cruz; M.F.A., American University; Artist-in-Residence of Art.
- Weaver, Jane S. (2002), B.A., Radcliffe College; J.D., Stanford University; Lecturer of Education, Teaching and Health.
- Webster, Lee S. (2004), B.S., U.S. Military Academy; M.S., University of Central Texas; M.A., J.D., Northwestern University; Lecturer of Management.
- Weinberg, Jeffrey A. (2005), B.A., Columbia University; J.D., The George Washington University; Professorial Lecturer of Public Administration and Policy.
- Weir, Margaret (2006), B.A., Siena College; M.B.A., Rensselaer Polytechnic Institute; Lecturer of Information Technology.
- Whaley, John D. (1999), B.A., University of California, Berkeley; Ph.D., American University; Professorial Lecturer of Government.
- Wheeler, Gilles C. (2005), B.A., B.S., Washington & Lee University; M.F.A., American University; Screenwriter in Residence of Communication.
- Whitney, Carol (1997), B.A., Stanford University; Professorial Lecturer of Film.
- Whitney, Peter D. (1997), B.A., Princeton University; M.P.A., Harvard University; M.A., Vanderbilt University; Economist-in-Residence of Economics.
- Wickens, Mathew H. (2004), B.A., Mansfield University; M.A., Georgia State University; Lecturer of Anthropology.
- Wicker, Whiting J. (1998), B.S., M.A., M.Phil., The George Washington University; Ph.D., American University; Professorial Lecturer of Mathematics and Statistics.
- Wilkins, Helanios (2005), B.S., Rochester Institute of Technology; Professorial Lecturer of Performing Arts.
- Wilkinson, Kirsten N. (2003), B.A., University of Colorado; Lecturer of Performing Arts.
- Williams, Kristen (2006), B.A., Rhode Island College; M.A., University of Toronto; Professorial Lecturer of Performing Arts.
- Williams, Noriko (2005), B.A., Keio University; M.S., Ph.D., Georgetown University; Professorial Lecturer of Language and Foreign Studies.
- Williams, Patricia (1999), B.A., Yale University; M.D., Harvard University; Adjunct Associate Professor of Public Administration and Policy.
- Williams, Thomas B. (2000), B.A., Trinity University; M.A., Washington State University; Lecturer of Government.
- Wilson, Radford (2004), B.S., M.S., George Williams College; Ph.D., Case Western Reserve University; Professorial Lecturer of Public Administration and Policy.
- Winkler, Matt (1999), B.A., Curry College; M.A., American University; Professorial Lecturer of Communication.
- Wise, Leo Joseph (2005), B.A., M.A., The Johns Hopkins University; J.D., Harvard University; Professorial Lecturer of Justice, Law and Society.
- Wolvin, Andrew (1984), B.S., M.A., University of Nebraska; Ph.D., Purdue University; Adjunct Professor of Communication.
- Wright, David R. (2002), B.A., American University; Lecturer of Communication.
- Wright, John B. (2005), B.A., Virginia Commonwealth University; Lecturer of Communication.
- Xu, Svetlana (1987), B.A., East China Normal University; M.A., American University; Ph.D., Russian Academy of Sciences; Professorial Lecturer of Language and Foreign Studies.
- Yancey, Ann J. (2005), B.A., Duke University; M.A., American University; Lecturer of Language and Foreign Studies.
- Yaner, Susan Patricia (1984), B.A., Farnmont State College; M.F.A., American University; Adjunct Associate Professor of Art.
- Yates, John W. (2004), B.S., Frostburg State University; M.A., West Virginia University; Adjunct Associate Professor of Information Technology.
- Yeo, Olivia S. (2005), B.A., University of Reading; M.F.A., American University; Professorial Lecturer of Communication.
- Zhang, Manli (1998), B.B.A., M.A., University of International Business and Economics; Ph.D., The George Washington University; Professorial Lecturer of International Service.
- Zhang, Xiaoli (2004), B.A., Dalian Foreign Language University; M.A., Osaka Education University; Lecturer of Language and Foreign Studies.
- Zimmerman, Sacha M. (2006), B.A., Binghamton University; M.A., Syracuse University; Lecturer of Communication.
- Zittleman, Karen R. (2004), B.S., University of Wisconsin; M.A., American University; Lecturer of Education, Teaching and Health.
- Zizos, Chryssa I. (2006), B.A., Eastern Kentucky University; M.A., American University; Lecturer of Communication.

- A**broad at AU, 265  
**A**cademic Calendar, 3  
**A**cademic Integrity Code, 45  
**A**cademic Support Center, 31  
**A**ccounting  
 courses (ACCT), 269  
 M.S., 189  
**A**ccreditation, 10  
**A**dministration, University, 2  
**A**dmission  
 graduate, 17  
 international student, 18  
 undergraduate, 15  
**A**dvanced Leadership Studies  
 undergraduate certificate, 241  
**A**dvanced Placement, 61  
**A**dvancement to candidacy, graduate, 51  
**A**dvising, academic, 39  
**AEL** (Assessment of Experiential Learning), 76  
**All but** dissertation (ABD) master's, 52  
**A**merican Experience  
 undergraduate certificate, 268  
**A**merican Politics  
 Washington Semester, 240, 264  
**A**merican Studies, 77  
 B.A., 77  
 courses (AMST), 271  
 minor, 78  
**A**merican University Mediation Services (AUMS), 32  
**A**merican University Club Council (AUCC), 34  
**A**mericas, The  
 graduate certificate, 233  
**A**ndes to Rainforest Semester, 265  
**A**nthropology, 78  
 B.A., 79  
 B.A./M.A., 80  
 certificate in Public Anthropology, 80, 82  
 courses (ANTH), 272  
 M.A. in Public Anthropology, 80  
 minor, 79  
 Ph.D., 81  
**A**nthropology, Applied  
 minor, 79  
**A**pplied Science  
 M.S., 105  
**A**rab Studies  
 minor, 82  
 undergraduate certificate, 82  
**A**rabic  
 courses (ARAB), 340  
**A**rt, 83  
 B.A. in Art History, 84  
 B.A. in Graphic Design, 85  
 B.A. in Studio Art, 86  
 B.F.A., 87  
 M.A. in Art History, 90  
 M.F.A., 90  
 minor in Art History, 89  
 minor in Graphic Design, 89  
 minor in Studio Art, 89  
**A**rt History  
 B.A., 84  
 courses (ARTH), 275  
 M.A., 90  
 minor, 89  
**A**rt, Studio  
 B.A., 84  
 courses (ARTS), 278  
 M.F.A., 90  
 minor in Studio Art, 86  
**A**rts and Sciences, College of, 75  
**A**rts Management  
 graduate certificate, 158  
 M.A., 158  
**A**sian Studies  
 graduate certificate, 88  
 undergraduate certificate, 91, 92  
**A**sian Studies, Center for, 206  
**A**ssociate in Arts (A.A.), 58, 77  
**A**thletics and Recreation, 8  
**A**ttendance, class, 44  
**AU** Abroad, 265  
**A**udio Production  
 B.A., 99  
**A**udio Technology,  
 B.S., 100  
 courses (ATEC), 279  
 minor, 102  
**A**udit  
 alumni program, 43  
 registration, 41  
**B**achelor's/master's degrees, 52, 58  
**B**eijing Semester, 266  
**B**erlin Semester, 267  
**B**iochemistry  
 B.S., 96  
 minor, 97  
**B**iology, 93  
 B.S., 93  
 B.S./M.A. or M.S., 94  
 courses (BIO), 280  
 M.A., 94  
 M.S., 95  
 minor, 94  
**B**oard of Trustees, 2  
**B**russels Semester, 265  
**B**usiness Administration  
 B.S.B.A., 179  
 J.D./M.B.A., 188  
 M.B.A., 183  
 minor, 182  
**B**usiness, Kogod School of, 176  
**C**alendar, academic, 3  
**C**ampaign Management Institute, 237  
**C**ampus Life, 31  
 Cancellation of classes, emergency, 44  
 Cancellation of courses, 44  
**C**areer Services, 37  
**C**ertificate programs, 12, 13  
**C**ertification of enrollment, 49  
**C**hemistry, 95  
 B.S., 96  
 B.S./M.S., 97  
 courses (CHEM), 283  
 M.S., 98  
 minor, 97  
**C**hild Development Center, 9  
**C**hinese  
 courses (CHIN), 340  
**C**inema Studies, Literature:  
 minor, 144  
**C**lass attendance, 44  
**C**lass periods, 44  
**C**lass standing, undergraduate, 58  
**CLEG** (Communication, Legal Institutions, Economics, and Government)  
 B.A., 240  
**CLEP** (College Level Examination Program), 61  
**C**lub Council, American University, 34  
**C**ollege Writing and English Competency requirement, 62  
**C**ommencement, participation in, 50  
**C**ommunication, 192  
 courses (COMM), 286  
 minor, 199  
**C**ommunication Media, Foreign Language and  
 B.A., 136, 198  
**C**ommunication, International  
 M.A., 220  
**C**ommunication, Legal Institutions, Economics, and Government (CLEG)  
 B.A., 240  
**C**ommunication, School of, 192  
**C**ommunication: Communication Studies  
 B.A., 193  
**C**ommunication: Journalism  
 B.A., 195  
**C**ommunication: Journalism and Public Affairs  
 M.A., 200  
 weekend M.A. program, 201  
**C**ommunication: Producing for Film and Video  
 weekend M.A. program, 203  
**C**ommunication: Public Communication  
 B.A., 196  
 bachelor's/M.A., 202  
 M.A., 202  
 weekend M.A. program, 202  
**C**ommunication: Visual Media  
 B.A., 197  
**C**ommunity Service Center, 31  
**C**ommunity Service Learning Projects, 42

# Index

- Comparative and Regional Studies  
M.A. in International Affairs, 218
- Comprehensive examinations, graduate, 52
- Computer Science, 99  
B.S., 101  
B.S./M.S., 103  
B.S./M.S. in Mathematics and, 104, 149  
B.S./M.S. in Physics and, 104  
courses (CSC), 294  
graduate certificate, 105  
M.S., 104  
minor, 102
- Conduct Council, 32
- Congressional and Presidential Studies, Center for, 237
- Consortium of Universities of the Washington Metropolitan Area, 42
- Cooperative Education, 38
- Counseling Center, 32
- Course numbering system, 44
- Creative Writing  
M.F.A., 145
- Credit hour requirement  
graduate, 51  
undergraduate, 58
- Credit hour value, 44
- Cross-Cultural Communication  
graduate certificate, 231
- Curriculum and Instruction  
graduate certificate, 124  
M.Ed., 122
- Czech  
courses (CZEC), 340
- Dance  
minor, 157
- Dean's list, undergraduate, 50
- Declaration of major, undergraduate, 59
- Degree requirements, university  
graduate, 51  
undergraduate, 55
- Degrees conferred, 2004–2005, 11
- Development Management  
M.S., 228
- Dining services, 9
- Disability Support Services, 32
- Dismissal, academic  
graduate, 51  
undergraduate, 57
- Dissertations, 54
- Dual master's degrees option, 56
- Economic Policy  
Washington Semester, 108, 264
- Economics, 106  
B.A., 107  
B.A./M.A., 109  
B.S., 108  
courses (ECON), 296
- M.A., 109  
minor, 108  
Ph.D., 110
- Education, 113  
accelerated bachelor's/master's, 118  
courses (EDU), 301  
M.A.T., 119  
minor in Special Education, 117  
secondary education, 116
- Education Studies  
minor, 117
- Elementary Education  
B.A., 115  
graduate teaching certificate, 116
- English for speakers of other languages (ESOL)  
graduate teaching certificate, 116
- English language requirement, 18
- Enrollment, Fall 2005, 11
- Environmental Assessment  
graduate certificate, 130
- Environmental Science  
bachelor's/M.S., 129  
M.S., 129  
minor, 129
- Environmental Studies, 126  
B.A., 127  
courses (ENVS), 306
- Ethics, Peace and Global Affairs  
M.A., 160, 225
- European Studies  
graduate certificate, 231  
undergraduate certificate, 216
- European Union Studies,  
American Consortium for, 206
- Evaluation of progress, undergraduate, 59
- Faculty, 6  
Adjunct, 2005–2006, 414  
Full-time, 2005–2006, 398
- Farsi  
Courses (FARS), 346
- Fields of study  
changes in undergraduate, 57
- Film and Electronic Media  
M.F.A., 203
- Film and Video  
M.A., 203
- Finance and Real Estate  
minor, 182
- Finance and Real Estate  
courses (FIN), 308
- Financial aid  
graduate, 26  
undergraduate, 24  
veterans' benefits, 29
- Fine Arts  
B.F.A., 87  
M.F.A., (art), 90  
M.F.A., (creative writing), 145
- M.F.A., (film and electronic media), 203
- Foreign Language and Communication Media  
B.A., 136, 198
- French  
B.A., 135  
courses (FREN), 340  
minor, 136
- French/Europe, Language and Area Studies:  
B.A., 137, 212  
minor, 136, 214
- Freshman forgiveness, 57
- Gay, Lesbian, Bisexual, Transgender, and Ally Resource Center (GLBTA), 35
- Gender and Politics  
Washington Semester, 241, 263
- General Education Program, 65
- German  
B.A., 135  
courses (GERM), 343  
minor, 136
- German/Europe, Language and Area Studies:  
B.A., 137, 212  
minor, 139, 214
- Global Environmental Policy  
bachelor's/M.A., 216  
M.A., 226
- Global Peace, Center for, 206
- Government, 238  
courses (GOVT), 311  
see also Political Science
- Grade point average (GPA), 49  
graduate, 53  
undergraduate, 59
- Grades  
changes in, 49  
incomplete, 49  
pass/fail, 49
- Grading system, 49
- Graduate credit, for undergraduates, 59
- Graduate study  
College of Arts and Sciences, 75  
Kogod School of Business, 183  
School of Communication, 200  
School of International Service, 217  
School of Public Affairs, 236
- Graduation, application for, 49
- Graduation rate, undergraduate, 11
- Graphic Design  
B.A., 85  
courses (GDES), 310  
minor, 89
- Grievance policy, student academic, 45

- Havana Semester**, 266  
**Health and Fitness**, 114  
 courses (HIFT), 318  
**Health Education Program**, 33  
**Health Fitness**, National Center for, 122  
**Health insurance**, student, 39  
**Health Promotion**  
 B.S. in Health Promotion, 125  
 B.S/M.S., 125  
 M.S. in Health Promotion  
 Management, 126  
 minor in Health Promotion, 125  
**Hebrew**  
 courses (HEBR), 343  
**Hindi**  
 courses (HIND), 344  
**History**, 130  
 B.A., 131  
 B.A./M.A., 132  
 courses (HIST), 321  
 M.A., 132  
 minor, 131  
 Ph.D., 133  
**Honorary Societies**, 6  
**Honors**, graduation  
 Latin honors, 50  
 University honors, 50  
**Housing and Dining Programs** (HDP), 33  
  
**Immunizations**, required, 32  
**Incomplete grades**, 49  
**Information Systems and Technology**  
 minor, 182  
**Information Technology**  
 courses (ITEC), 332  
**Information Technology Management**  
 M.S., 190  
**Interdisciplinary studies**  
 B.A. or B.S., 59  
 M.A. or M.S., 53  
 minor, 60  
**International Affairs**  
 J.D./M.A., 220  
 M.A., 217  
 undergraduate certificate, 217  
**International Business**  
 courses (IBUS), 329  
**International Business and Trade**  
 Washington Semester, 182, 263  
**International Communication**  
 M.A., 220  
**International Development**  
 M.A., 221  
**International Development Management**  
 graduate certificate, 231  
**International Economic Relations**  
 graduate certificate, 112, 232  
 M.A. in International Affairs, 218  
  
**International Environment and Development**  
 Washington Semester, 215, 263  
**International Peace and Conflict Resolution**  
 M.A., 223  
 M.A./M.A.T., 221, 224  
 M.A./M.T.S., 225  
**International Politics**  
 M.A. in International Affairs, 219  
**International Politics and Foreign Policy**  
 Washington Semester, 215, 263  
**International Relations**  
 Ph.D., 229  
**International Service, Master of (M.I.S.)**, 227  
**International Service, School of**, 205  
 courses (SIS), 379  
**International student**  
 admission, 18  
 English language requirement, 18  
 registration, 41  
 visa requirements, 18  
**International Student & Scholar Services (ISSS)**, 35  
**International Studies**  
 B.A., 209  
 B.A./M.A., 216  
 minor, 215  
**International Training and Education**  
 M.A., 118  
**Internships**, 38  
 maximum credit, graduate, 51  
 maximum credit, undergraduate, 58  
 registration, 41  
**Italian**  
 courses (ITAL), 344  
  
**Japanese**  
 courses (JAPN), 344  
 minor, 214  
**Japanese/Asia, Language and Area Studies**  
 minor, 139, 206  
**Jewish Studies**, 133  
 B.A., 133  
 courses (JWST), 339  
 minor, 134  
**Journalism**  
 Washington Semester, 199, 264  
**Judicial Affairs and Mediation Services (JAMS)**, 32  
**Justice**  
 B.A., 246  
 minor, 249  
 Washington Semester, 248, 264  
**Justice, Law and Society**, 246  
 B.A./M.S., 249  
 courses (JLS), 335  
 J.D./M.S., 250  
  
**M.S.**, 249  
**Ph.D.**, 250  
  
**Kay Spiritual Life Center**, 34  
**Kenya Semester**, 267  
**Key Executive Program (M.P.A.)**, 254  
**Kogod School of Business**, 176  
**Korea University-AU Exchange**, 207  
**Korean**  
 courses (KOR), 344  
  
**Language and Area Studies**  
 B.A., 137, 212  
 minor, 139, 214  
**Language and Foreign Studies**, 134  
 courses (LFS), 340  
**Language Resource Center (LRC)**, 135  
**Latin America, Spanish/**, **Language and Area Studies**:  
 B.A., 137, 212  
 minor, 139, 214  
**Latin American Studies, Spanish**:  
 M.A., 140  
**Latin honors**, 54  
**Law and Society**  
 B.A., 247  
**Law**, Washington College of, 261  
**Learning Services Program**, 17  
**Leave of absence**  
 graduate, 53  
 undergraduate, 59  
**Liberal Studies**  
 B.A., 142  
**Library**, university, 7  
**Literature**, 143  
 B.A., 143  
 B.A./M.A., 144  
 courses (LIT), 347  
 M.A., 144  
 M.F.A. in Creative Writing, 145  
 minor, 144  
**Load, academic**  
 graduate, 51  
 undergraduate, 57  
**London Semester**, 266  
  
**Madrid Semester**, 267  
**Maintaining matriculation**, graduate, 54  
**Majors**, undergraduate, 12  
 requirements, 59  
**Management**  
 courses (MGMT), 355  
 M.S., 190  
**Marine Science**  
 B.S., 128  
**Marketing**  
 courses (MKTG), 357  
 minor, 182  
**Mathematics**, 145  
 B.S., 146

# Index

- B.S./M.A., 149  
courses (MATH), 352  
M.A., 150  
minor, 148  
**Mathematics, Applied**  
B.S., 146  
B.S./M.A. in mathematics, 139  
**Mathematics and Computer Science**  
B.S./M.S., 104, 149  
**Mathematics and Statistics**  
B.S./M.S., 143  
**Mathematics Requirement, University**, 63  
**Media, student**, 35  
Medical withdrawal policy, 23  
Mediterranean Semester, 268  
Merit awards, undergraduate, 38  
**Microeconomics, Applied**  
graduate certificate, 111  
**Minors, undergraduate**, 12  
requirements, 60  
**Multi-Ethnic Studies**  
courses, 329  
minor, 151  
undergraduate certificate, 151  
**Multicultural Affairs**, 36  
**Multimedia**  
B.A., 88  
courses (MMDD), 359  
**Music**  
B.A., 154  
courses, applied music, 359  
minor, 157  
**Music Theatre**  
B.A., 155  
**New Student Programs**, 32  
**Nondegree**  
admission to graduate degree status, 17  
admission to undergraduate degree  
status, 16  
registration, 18  
**Nonthesis options**, 54  
**North American Studies**  
minor, 146  
graduate certificate, 147  
**Organization Development**  
graduate certificates, 257  
M.S.O.D., 256  
**Organizational Change**  
graduate certificate, 259  
**Paris Semester**, 267  
**Parking and Traffic**, 9  
**Pass/fail**, 49  
undergraduate, 60  
**Peace and Conflict Resolution**  
Washington Semester, 215, 264  
**Peace Corps**  
M.A. in TESOL program, 172  
**Peacebuilding**  
graduate certificate, 232  
**Performing Arts**, 153  
courses (PERF), 360  
**Performing Arts: Arts Management**  
M.A., 158  
**Performing Arts: Music Theatre**  
B.A., 155  
**Performing Arts: Theatre**  
B.A., 156  
**Phi Beta Kappa**, 6  
**Phi Kappa Phi**, 6  
**Philosophy**, 159  
B.A., 159  
B.A./M.A., 160  
courses (PHIL), 365  
M.A., 160  
minor, 159  
**Physics**, 99  
B.S., 102  
courses (PHYS), 367  
minor, 103  
**Physics, Applied**  
minor, 103  
undergraduate certificate, 103  
**Physics and Computer Science**  
B.S./M.S., 104  
**Political Science**  
B.A., 238  
B.A./M.A., 242  
M.A., 243  
minor, 241  
Ph.D., 244  
see also Government  
**Prague Semester**, 266  
**Pre-engineering**, 162  
**Prelaw**, 162  
**Premedical**, 162  
postbaccalaureate certificate, 164  
**Probation, academic**  
graduate, 51  
undergraduate, 57  
**Protection of research subjects**, 8  
**Provisional standing**, graduate, 17  
**Psychology**, 165  
B.A., 165  
B.A./M.A., 166  
courses (PSYC), 368  
M.A., 166  
minor, 166  
Ph.D., 167  
**Public Administration**,  
AU/OPM M.P.A., 255  
B.A./M.P.A., 252  
courses (PUAD), 372  
Key Executive M.P.A., 254  
M.P.A., 253  
Ph.D., 258  
**Public Administration and Policy**, 252  
minor, 252  
**Public Affairs, School of**, 236  
**Public Affairs Institute**, 237  
**Public Anthropology**  
graduate certificate, 82  
M.A., 80  
undergraduate certificate, 80  
**Public Financial Management**  
graduate certificate, 259  
**Public Management**  
graduate certificate, 260  
**Public Policy**  
B.A./M.P.P., 253  
Master of Public Policy (M.P.P.), 255  
**Public Policy Analysis**  
graduate certificate, 259  
**Quantitative Methods**  
minor, 148  
**Readmission**  
graduate, 17  
undergraduate, 17  
**Real Estate**  
minor, 183  
**Records, student**, 46  
confidentiality of, 46  
**Refunds**  
financial aid, 25, 27  
housing, 23  
meal plan, 23  
tuition, 22  
**Registration**, 39  
changes in, 43  
international student, 41  
**Regulations, academic**, 45–63  
**Religion**  
courses (RELG), 377  
minor, 159  
**Repetition of courses**, 49  
**Requirements, university degree**  
graduate, 49  
undergraduate, 58  
**Residence Hall Association (RHA)**, 33  
**Residence requirement**  
graduate, 51  
undergraduate, 58  
**Ritsumeikan University (Japan)-AU Exchange**, 206  
**Rome Semester**, 267  
**Russian**  
B.A., 135  
courses (RUSS), 344  
minor (language), 136  
minor (studies), 136  
**Russian/Area Studies, Language and Area Studies:**  
B.A., 137, 212  
minor, 139, 214

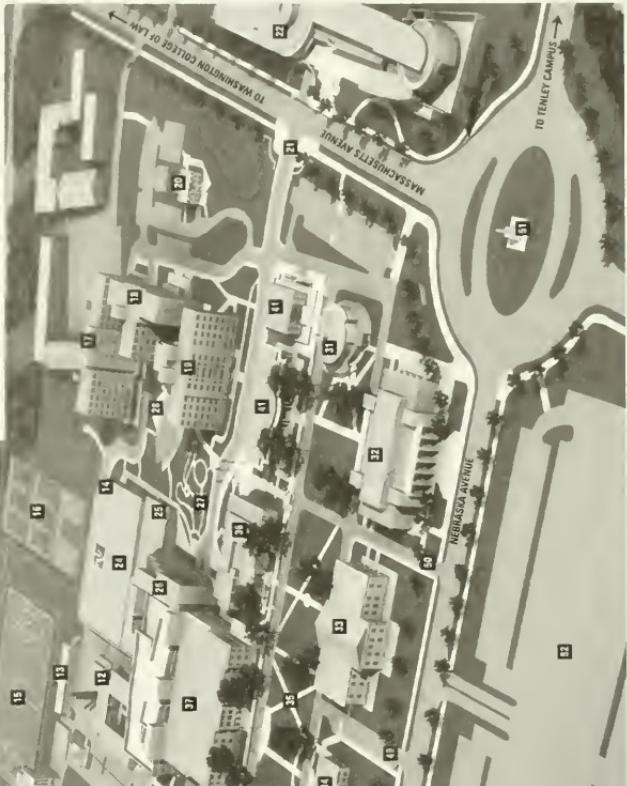
- Santiago Semester, 265  
 Sciences Po-AU (Paris) Exchange, 207  
 Secondary Education  
     undergraduate major, 116  
 Secondary Teaching  
     graduate certificate, 116  
 Shuttle services, 9  
 Social Research  
     graduate certificate, 171  
 Sociology, 169  
     B.A., 169  
     B.A./M.A., 170  
     courses (SOCY), 390  
     M.A., 170  
     minor, 170  
 Sookmyung Women's University  
     (Korea)-AU Exchange, 202  
 Spanish  
     B.A., 135  
     courses (SPAN), 345  
     minor, 136  
 Spanish/Latin America, Language and Area Studies  
     B.A., 137, 212  
     minor, 139, 214  
 Spanish: Latin American Studies  
     M.A., 140  
 Special Education  
     minor, 117  
 Special Education: Learning Disabilities  
     M.A., 119  
 Spiritual Life Center, 34  
 Statistics, 146  
     B.S., 149  
     B.S./M.S., 149  
     courses (STAT), 394  
     M.S., 150  
     minor, 148  
 Statistics, Applied  
     graduate certificate, 150  
     undergraduate certificate, 149  
 Statute of Limitations, graduate, 54  
 Student Accounts, 21  
 Student Activities, 34  
 Student Conduct Code, 31  
 Student Government (SG), 35  
     General Assembly (GA), 35  
     Student Union Board (SUB), 35  
 Student Health Center (SHC), 32  
 Student records, 46  
     confidentiality of, 46  
 Student responsibility, 44  
 Student/faculty ratio, 5  
 Studio Art  
     B.A., 86  
     courses (ARTS), 270  
     minor, 89  
 M.F.A., 90  
 Study abroad, 265  
     courses (SABD), 378  
     undergraduate, 61  
 Study at another institution  
     graduate, 54  
     undergraduate, 60  
 Swahili  
     courses (SWAH), 346  
 Taxation  
     M.S., 191  
 Teaching  
     graduate certificate, 122  
     Masters of Arts in Teaching (M.A.T.), 119  
     M.A.T./M.A. in International Peace and Conflict Resolution, 121, 224  
 TESOL (Teaching English to Speakers of Other Languages), 172  
 AU/Peace Corps program, 172  
 bachelor's/M.A., 172  
 certificate, 173  
 courses (TESL), 395  
 M.A., 172  
 Theatre  
     B.A., 156  
     minor, 157  
 Theses, 54  
 TOEFL (Test of English as a Foreign Language), 18  
 Tools of research, requirement, 55  
 Transcripts, 48  
 Transfer of credit  
     dual master's degrees option, 56  
     from graduate study at another institution, 54  
     from one American University advanced degree to another, 55  
     graduate, 55  
     graduate from nondegree, 17  
     undergraduate, 61  
     undergraduate from nondegree, 16  
     undergraduate from study abroad, 61  
     undergraduate study at another institution, 60  
 Transforming Communities  
     Washington Semester, 241, 248, 264  
 Translation  
     graduate certificate, 141  
     undergraduate certificate, 139  
 Trustees, Board of, 2  
 Tuition and fees, 19  
     cancellation of charges, 22  
 Tuition refund insurance, 23, 33  
 Turkish  
     courses (TURK), 347  
 Undergraduate study  
     College of Arts and Sciences, 74  
     Kogod School of Business, 179  
     School of Communication, 193  
     School of International Service, 208, 209  
     School of Public Affairs, 236  
 United States Foreign Policy  
     M.A. in International Affairs, 219  
 University Administration, 2  
 University Center, 34  
 University degree requirements  
     graduate, 51  
     undergraduate, 57  
 University Honors Program, 50  
     courses (HNRS), 329  
 University profile, 5  
 University requirements  
     college writing and English competency, 62  
     mathematics, 62  
 Veterans' Benefits, 29  
 Visa requirements  
     international students, 18  
 WAMU-FM, 7  
 Washington College of Law, 261  
 Washington Semester, 254  
     American Politics, 240, 264  
     courses (WSEM), 397  
     Economic Policy, 108, 264  
     Gender and Politics, 241, 263  
     International Business and Trade, 182, 263  
     International Environment and Development, 215, 263  
     International Politics and Foreign Policy, 215, 263  
     Journalism, 199, 264  
     Justice, 248, 264  
     Peace and Conflict Resolution, 215, 264  
     summer internship, 264  
     Transforming Communities, 241, 248, 264  
 Withdrawal from the university, 44  
 Women & Politics Institute, 237  
 Women's and Gender Studies, 174  
     B.A., 174  
     courses (WGST), 397  
     minor, 175  
 Women, Policy, and Political Leadership  
     graduate certificate, 245  
     undergraduate certificate, 242

# Map Directory

Main Campus	Bldg. No.	Offices	Bldg. No.	Offices	Bldg. No.	Offices
Anderson Hall (AND)	42	Academic Affairs Academic Support Center	17	Justice, Law and Society, Dept. of Language and Foreign Studies, Dept. of	32	Washington College of Law 4800 Massachusetts Ave. NW
Asbury (ASB)	12	Accounting, Dept. of Admissions, Undergraduate	37	Language Resource Center	12	Tenley Campus Tenley Campus
Bartelle-Torpkyns (BATT)	36	Admissions, Welcome Center	30	Library, University	40	Durblane House
Beechly (BEEG)	11	American Studies Program	5	Literature, Dept. of	36	Constitution
Bender Area	24	Anderson Computing Complex	43	Management, Dept. of	30	Residence Halls
Bender Library	29	Anthropology, Dept. of	36	Marketing, Dept. of	30	Federal Hall
Butler Pavilion	26	Art, Dept. of	22	Mathematics and Statistics, Dept. of	47	Capital Hall
Centennial Hall (CENT)	43	Arts and Sciences, College of (CAS)	25	Multicultural Affairs	26	Congressional Hall
Child Development Center	8	Athletics	36	New Student Programs	26	Congressional Hall
Clark (CLRK)	45	AU Abroad	2	Parking and Traffic	3	Off-Campus
Eric Friedman Quadrangle	35	Bender Arena	24	Performing Arts, Dept. of	3	Offices
Financial Aid	4	Biology, Dept. of	33	Philosophy and Religion, Dept. of	22	University Relations
Fletcher Gate	1	Bookstore (Campus Store)	26	Provost, Office of the	36	Alumni Programs
Glover Gate	21	Business, Kogod School of (KSB)	30	Psychology, Dept. of	20	Development Office
Gray	47	Campus Life, Office of	26	Public Administration and Policy, Dept. of	20	Media Relations
Hamilton	5	Career Center	26	Public Affairs, School of (SPA)	32	University Marketing
Hannay Gate	50	Center for Teaching Excellence	33	Public Safety	3	University Publications
Hughes Hall	19	Chapel (Kay Spiritual Life Center)	31	Reeves Aquatic Center	25	Washington Semester Program
Hurst Hall (HRST)	33	Chemistry, Dept. of	11	Registrar, Office of the	12	Off-Campus
Irene Zakin-Bulter Garden	27	Child Development Center	8	Residence Halls	12	Off-Campus
Jacobs Intraumural Field	9	Communication, School of (SOC)	37	Anderson Hall	42	4000 Brandywine Street NW
Kaizen Art Center	22	Community Service	37	Centennial	43	Purchasing
Kay Spiritual Life Center	31	Computer Science, Audio Technology,	37	Hughes	19	WAMU FM
Kogod School of Business (KSB)	30	and Physics, Dept. of	38	Leonard	17	4200 Wisconsin Ave. NW
Kreiger (KRGR)	6	Cooperative Education and Internships	26	Lewis	41	Facilities Planning and Development
Leonard Hall (LEON)	17	Counseling Center	37	McDowell	18	Greengberg Theatre
Lets Hall (LETT)	41	Dining Programs, Housing and	42	Shuttle Service	3	4670 Wisconsin Ave. NW
Mary Graydon Center (MGC)	37	Disability Support Services	37	Sociology, Dept. of	36	In Formation Technology, Office of
McCabe	44	Eagle (AU student newspaper)	37	Student Accounts	12	3201 New Mexico Ave. NW
McDowell Hall (MCD)	18	Economics, Dept. of	46	Student Activities/Government	37	Finance and Treasurer, Office of
McKinley (MK)	38	Education, Teaching and Health,	38	Students, Dean of	37	Human Resources
Media Production Center (MPC)	10	School of	47	TESOL Program	38	International Affairs, Office of
Nebraska Ave. Parking Lot	52	Environmental Studies Program	33	Watkins Collection	22	#265
Osborn	13	Finance and Real Estate, Dept. of	30	Wechsler Theatre (SOC)	37	University Counsel, Office of
President's Building	3	Financial Aid	4	Women's and Gender Studies Program	36	Off-Campus Housing
Public Safety	20	Fitness Center, William J. Jacobs	24	Writing Center	36	Park Bethesda, MD
Reeves Aquatic Center	25	General Education Program	17	Retail Shops and Dining Services	26	3333 Westbard Ave., Bethesda, MD
Reeves Gate	14	GLBTQ Resource Center	37	Buller Pavilion	26	Marketplace
Reeves Athletic Field	15	Government, Dept. of	32	Chey Chase Bank	26	Tavern
Rockwood	2	Health Center, Student	44	Eagle's Nest	26	Terrace Dining Room (TDR)
Roper	2	History, Dept. of	36	Hair City	26	University Club
School of International Service (SIS)	34	Honors Program, University	33	McDonald's	26	Ward
Sports Center	24	Housing and Dining Programs	42	UPS Store	37	Wood-Brown Amphitheater
Sports Center Annex	14	Institutional Research and Assessment	17	Mary Graydon Center	32	Waugh's American Cafè
Tennis Courts	16	International Business, Dept. of	30	Tavern	32	an equal opportunity
Ward	32	International Student & Scholar	34	Terrace Dining Room (TDR)	32	affirmative action university
Ward Circle	51	Services (ISSS)	7	University Club	32	Off 0-7-0156
Watkins (WATK)	7	International Service, School of (SIS)	34	Ward	32	Waugh's American Cafè
Woods-Brown Amphitheater	49	Jewish Studies Program	36			

For more information:  
[www.american.edu/directory/](http://www.american.edu/directory/)

## American University Campus



Tenley Campus





**AMERICAN UNIVERSITY**  
W A S H I N G T O N , D C

American University  
4400 Massachusetts Avenue, NW  
Washington, DC 20016

Non-Profit Org.  
U.S. Postage  
PAID  
Permit No. 966  
Washington, D.C.